DOCUMENT RESUME

ED 262 171 CE 042 521

TITLE Advanced Marketing 8130. Planning for Entrepreneurship. Teacher's Resource Guide.
INSTITUTION Virginia State Dept. of Education, Richmond.
PUB DATE 84
NOTE 210p.; For a related document, see CE 042 520.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC09 Plus Postage.
DESCRIPTORS Behavioral Objectives; Business Administration; *Business Education; Business Responsibility; Classroom Techniques; Communication Skills; Competency Based Education; *Distributive Education; Economics; *Entrepreneurship; Human Relations; Individual Development; Learning Activities; Legal Responsibility; Lesson Plans; *Marketing; Mathematics Skills; *Merchandising; Money Management; Personnel Management; Postsecondary Education; Resources; Retailing; Salesmanship; Secondary Education; *Small Businesses; Student Evaluation

ABSTRACT

This teacher's guide is designed for use in a one-semester course to provide marketing and distributive education students with the skills necessary to open a marketing business. Included in the guide are a task list, a suggested teaching sequence, and a series of nine instructional units. The following topics are addressed in the individual units: responsibilities and rewards of owning a business, potential business opportunities, effects of international trade, selection of the correct location for a business, development of a marketing strategy for a business, development of a financial plan, interactions of government and business, procedures for financing and selecting the legal form for a business, and development of a management plan. Each unit consists of handouts and an instruction plan that includes some or all of the following: a duty statement and duty evaluation criterion; cross-referenced lists of tasks, performance objectives, and evaluation instruments; a list of resources needed to complete the unit; and a lesson plan that contains cross-referenced topical outlines, performance objectives, learning activities, and evaluation measures. (MN)

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Advanced Marketing 8130

Planning for Entrepreneurship

Teacher's Resource Guide

Commonwealth of Virginia
Department of Education
Vocational & Adult Education
Richmond, Virginia 23216

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Special thanks are extended to the students in the printing classes at the Henrico Trade Center of the Henrico County Public Schools. The students, under the supervision of William D. Burton, printing instructor, printed, assembled, and packaged this resource catalog for distribution.

PLANNING FOR ENTREPRENEURSHIP

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INTRODUCTION

Planning for Entrepreneurship is a one-semester course that provides advanced marketing and distributive education students with the guidance they need to open their own marketing businesses.

The major instructional resource for this course of study is the second edition of Starting Your Own Marketing Business, by Ely and Barnes. This competency-based manual takes students through every step of the business planning process. In view of the extensive use of this text, it is suggested that each student be provided with a personal copy.

An optional resource listed in most units is a modular competency-based program of instruction called a PACE activity. PACE (Program for Acquiring Competence in Entrepreneurship) materials are available from the National Center for Research in Vocational Education, The Ohio State University. If teacher-coordinators choose to purchase these materials, they may use the PACE activities as a supplement or as an alternative to the designated activities.

Successful Management Strategies for Small Business by Krentzman is a resource recommended to the teacher-coordinator as background information. It is designed to provide assistance to practicing manager-owners of small marketing businesses; nevertheless, it offers detailed but practical information useful to those anticipating such a venture. Because of its approach, it provides a helpful perspective for those in the planning stages.

Throughout the resource guide, activities call for contact between students and business people in marketing and related fields. These encounters greatly enhance the entrepreneurship instruction, as they provide practical advice from working professionals who understand the local community, as well as potential business contacts.

This teacher's resource guide contains (a) a list of duties and tasks involved in planning for entrepreneurship, (b) a suggested teaching sequence, and (c) instructional units for each duty area.

Each unit includes an instructional plan. Some also include handouts and/or evaluation instruments.

Each unit begins with a "Unit Summary," which is included a second time as a handout for students. This should be used to preview the tasks to be performed, the performance objectives, and the evaluation instruments. The "Unit Summary" also lists the resources needed to complete the unit.

Each "Unit Summary" sheet contains a duty statement and a duty evaluation statement. The duty evaluation can be administered both as a pre-test and as a posttest.

The first column of the instructional plan sheets includes the tasks that must be performed in each duty area and a content outline for each task.

The second column of the instructional plan sheets includes the performance objectives. The standards given for objectives may be adjusted at the discretion of the teacher-coordinator to meet the requirements of a particular group of students. In certain instances a student is directed to demonstrate behavior that is judged "acceptable" either by the training sponsor or by the teacher-coordinator. This should not preclude the assigning of a letter grade if the teacher-coordinator chooses to do so.

A coding system--"T" for teacher-coordinator and "S" for student--is used to simplify the instructions given, and to indicate to the teacher-coordinator the degree of participation involved in the learning activity and evaluation procedure.

The resources needed for each learning activity are listed directly below the activity. The same is true for each evaluation procedure.

The "Student Competency Record" serves as a method of documenting student achievement in each entrepreneurship duty area.

PLANNING FOR ENTREPRENEURSHIP

TASK LIST

Duty 1: Weigh the responsibilities and rewards of owning a business.

Tasks:
1. Compare business ownership to working for others.
2. Assess personal characteristics and skills in terms of the characteristics and skills required for success as an entrepreneur.
3. Explain the meaning and types of business risks and how businesses deal with them.

Duty 2: Identify potential business opportunities.

Tasks:
1. Identify the types of small marketing businesses.
2. Figure out how to prepare for business ownership.
3. Identify the various opportunities for small business ownership and weigh the advantages and disadvantages of each.
4. Identify the assistance available to small entrepreneurs.
5. Identify personal choice of a business.

Duty 3: Demonstrate knowledge of the effects of international trade on nations and their marketing businesses.

Tasks:
1. Define international trade.
2. Describe how international trade affects the economic interdependence of nations.
3. Explain why nations engage in international trade and how this trade affects small marketing businesses.

Duty 4: Select the right location.

Tasks:
1. Analyze the factors involved in selecting a city or town and choosing an area in that city or town.
2. Analyze the factors involved in pinpointing a specific site.
3. Analyze the factors involved in evaluating the facility.

Duty 5: Develop a marketing strategy.

Tasks:

1. Develop the customer profile.
2. Develop a plan for attracting customers.
3. Develop a plan for promoting sales.
4. Develop a plan for getting the work done.

Duty 6: Develop a financial plan.

1. Estimate the dollar amount needed to open the business, and identify potential sources for funds.
2. Project monthly and annual business income for the first year of operation, and compare expenses with the average for this type of business.
4. Prepare a statement of opening assets, liabilities, and net worth for the business.

Duty 7: Demonstrate understanding of the interaction of government and business and how this can affect the financing and legal form of the business.

Tasks:

1. Identify important freedoms that individuals and businesses enjoy in a free enterprise economy.
2. Identify reasons for government regulation of business activities and tell how government regulates business.

Duty 8: Obtain financing and select the legal form for the business.

Tasks:

1. Determine personal types of financial need and the kinds of available financing.
2. Identify sources of funds and prepare a loan application.
3. Select the best legal form for the business.

Duty 9: Develop the management plan.

Tasks:

1. Prepare an organizational plan and develop a guide for supervising employees.
2. Analyze the advantages and disadvantages of specialized labor and decide if and how the business should use labor specialization.
3. Demonstrate knowledge of the effects of organized labor on the business.
4. Prepare a plan for controlling the business.
5. Prepare a plan for representing the business in community activities.

PLANNING FOR ENTREPRENEURSHIP

Suggested Teaching Sequence

Introduction to Planning for Entrepreneurship	2 weeks
Orientation to the program (supply own teaching plan)	2 days
Duty: Weigh the responsibilities and rewards of owning a business.	5 days
Time for project completion	3 days

Identifying Business Opportunities	3 weeks
Duty: Identify potential business opportunities.	10 days
Duty: Demonstrate knowledge of the effects of international trade on the nations and marketing businesses.	3 days
Time for project completion	2 days

Planning the Business	13 weeks
Duty: Select the right location.	10 days
Duty: Develop a marketing strategy.	10 days
Duty: Develop a financial plan.	10 days
Duty: Demonstrate understanding of the interaction of government and business and how this can affect the financing and legal form of the business.	5 days
Duty: Obtain financing and select the legal form for the business.	10 days
Duty: Develop the management plan.	10 days
Time for project completion	7 days
Time for end-of-semester wrap-up	3 days

Instructional Plan
Unit 1

Planning for Entrepreneurship
Unit I
The Responsibilities and Rewards of Owning a Business

UNIT SUMMARY

Duty I: Weigh the responsibilities and rewards of owning a business.
Duty Evaluation: Opinion paper on the rewards and responsibilities of business ownership.

	Tasks		Performance Objectives	Evaluation Instruments
I.1	Compare business ownership with working for others.	I.	Given characteristics of business ownership versus working for others, list during class discussion the advantages and disadvantages between acting as a business owner and as an employee. List must be judged acceptable according to the characteristics provided.	
I.2	Assess personal characteristics and skills in terms of the characteristics and skills required for success as an entrepreneur.	II.	Given 13 self-check questions which provide an assessment of personal qualities in relation to successful entrepreneurship, complete the questionnaire. All questions must be answered.	Project I, "Analyzing Personal Qualities," Ely, pp. 13-14
I.3	Explain the meaning and types of business risks and explain how businesses deal with them.	III.	Given a three-part test on the meaning, the types, and the methods of dealing with business risks, complete the test with 90% accuracy.	Posttest, Economics and Marketing LAP 8, pp. 15-16 Answer Key, p. 19

Resources needed to complete this unit:

Ely, Vivien K., and Barnes, Michael T. Starting Your Own Marketing Business, 2nd edition. New York: McGraw-Hill, 1978.

Everard, Kenneth E., and Shilt, Bernard A. Business Principles and Practices, 7th edition. Cincinnati: Southwestern Publishing Company, 1979.

IDECC, Economics and Marketing LAP 8, "Business Risks." Columbus: Ohio State University, 1979.

Meyer, Warren G.; Haines, Peter G; and Harris, E. Edward. Retailing Principles and Practices. New York: McGraw-Hill, 1982.

The National Center for Research in Vocational Education. PACE Level III, Unit 2, "Determining Your Potential as an Entrepreneur." Columbus: The Ohio State University, 1982. (Optional)

Planning for Entrepreneurship
Unit I—The Responsibilities and Rewards of Owning a Business

Duty I: Weigh the responsibilities and rewards of owning a business.
Duty Evaluation: Opinion paper on the rewards and responsibilities of business ownership.

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION MEASURES
Introduction I. Comparison of business ownership to working for others II. Assessment of personal qualities in terms of those required for successful entrepreneurship III. Explanation of business risks		Activity T--Preview unit in terms of the tasks to be performed and methods of evaluating those tasks. Resources Handout I, "Unit Summary" PACE Activity T--Select appropriate sections from Level 3, Unit 2, "Determining Your Potential as an Entrepreneur," for use with task I.2.

Task I: Compare business ownership with working for others.

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION MEASURES
I. Comparison of business ownership with working for others A. Economic aspects of entrepreneurship B. Advantages and disadvantages of ownership C. Advantages and disadvantages of working for someone else	I. Given characteristics of business ownership versus working for others, list during class discussion the advantages and disadvantages between acting as a business owner and as an employee.	<u>Activity I</u> T and S--Read "Consider the Economic Aspects," and compare ownership with working for others. T--Lead a class discussion in which business ownership is compared to working for others. S--Answer questions 1, 4, and 5 in "Sharpening Your Outlook." <u>Resources I</u> "Consider the Economic Aspects," "Compare Ownership with Working for Others," Ely, pp. 1-4 "Sharpening Your Outlook," Ely, p. 11 <u>Task Evaluation</u> S--Orally compare business ownership with working for others, citing advantages and disadvantages of both. T--Although this can be done in the form of a discussion, call on students individually to ascertain each student's knowledge. Provide further explanation if necessary and reevaluate.

Task 2: Assess your personal qualities in terms of those qualities required for success as an entrepreneur.

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION MEASURES
II. Assessment of personal qualities in terms of those required for successful entrepreneurship A. Characteristics of the entrepreneur 1. Pride in self 2. Aspiration for wealth and fame 3. Passion to achieve 4. Urge to be the boss a. Independence b. Self-confidence 5. Energy 6. Versatility 7. Adaptability 8. Willingness to serve 9. Ability to lead and inspire 10. Integrity 11. Willingness to make sacrifices B. Skills of the entrepreneur 1. Experience 2. Managerial ability 3. Planning ability	II. Given 13 self-check questions which provide an assessment of personal qualities in relation to successful entrepreneurship, complete the questionnaire. All questions must be answered.	Activity II T and S--Read "Identify the Personal Considerations." T--Refer to "Starting a Business." T and S--Discuss what makes a business successful, and why businesses fail. S--Carefully study the characteristics and skills of the successful entrepreneur. List personal characteristics that suggest success as an entrepreneur. List personal skills that positively point to success as an entrepreneur. If desired, discuss these lists with teachers, friends, or family to obtain their ideas on whether personal judgment of qualifications is accurate. Note: These characteristics and skills will be assessed in the task evaluation. Resources II "Identify the Personal Considerations," Ely, pp. 4-7 "Starting a Business," Meyer, pp. 547-551 Task Evaluation II (Note: For an alternative method of assessing personal qualities in terms of successful entrepreneurship, see PACE activity.) T--Before beginning Project I, read "Start Your Business Plan" and explain to students that they will keep a manual with all their completed projects.

Task 2: Assess personal qualities in terms of those qualities required for success as an entrepreneur. (continued)

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION MEASURES
II. Assessment of personal qualities in terms of those required for for successful entrepreneurship (continued)		Task Evaluation II (continued) S--Complete Project I, "Analyzing Personal Qualities." T--Discuss students' answers with them individually. Provide additional guidance where needed. Resources "Start Your Business Plan," Ely, p. 9 "Business Plan Outline," Ely, p. 10 Project I, "Analyzing Personal Qualities," Ely, pp. 13-14

Task 3: Explain the meaning and types of business risks and how businesses deal with them.

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION MEASURES
III. Explanation of business risks A. Meaning of business risks B. Types of business risks 1. Insurable 2. Uninsurable C. Methods of dealing with business risks	III. Given a three-part test on the meaning, the types, and the methods of dealing with business risks, complete the test with 90% accuracy.	Activity III T and S--Read "Business Risks" and "Business Ownership and Management" for background information. T--Use (LAP) transparencies to show meaning, types of business risks, and how to deal with them. Discuss business insurable and uninsurable risks. Emphasize the importance of insurance to a business. Read (LAP) case studies and discuss the types of insurance needed in each case. Tell students that they will have an opportunity to identify the specific insurance needs of their own businesses in Unit 9. S--Check knowledge by completing "Business Risk Exercise" and/or "Risky Business." Resources III "Business Risks," Economics and Marketing, LAP 8, Student Section, pp. 6-7 "Business Ownership and Management," Everard, pp. 14-16 Transparency 1, "Business Risks Are . . ." Transparency 2, "Types of Risks" Transparency 3, "Dealing with Risks" Transparency 4, "What's the Risk?"

Task 3: Explain the meaning and types of business risks and how businesses deal with them. (continued)

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION MEASURES
III. Explanation of business risks (continued)		Resources III (continued) Economics and Marketing LAP 8, Teacher Section, pp. 7-13: Case 1, "The Myrna Low Case" Case 2, "The Jack Mantingo Case" Case 3, "The Roscoe Moore Case" Economics and Marketing LAP 8, Teacher Section, pp. 4-6: "Business Risk Exercise" and "Risky Business" Economics and Marketing LAP 8, Student Section, pp. 8-9 Answer Keys, pp. 10-11 Task Evaluation III S--Complete the (LAP) Posttest with 90% accuracy. T--Review correct answers. Evaluate students' work. Provide additional help for students who do not achieve accuracy standard. Reevaluate them. Resources Posttest, Economics and Marketing LAP 8, pp. 15-16 Answer Key, p. 19

Task 3: Explain the meaning and types of business risks and how businesses deal with them. (continued)

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION MEASURES
III. Explanation of business risks (continued)		Duty Evaluation S--Write a 1- to 2-page opinion paper weighing the responsibilities and rewards of owning a business. Include the following items: State opinions as to whether the rewards of business ownership compensate for the pressures and responsibilities State how insurance coverage affects personal feelings about certain business risks State personal opinion on the risks that cannot be covered by insurance State feelings about desire to become an entrepreneur. The paper will be evaluated and must be judged acceptable according to guidelines provided in class by the teacher-coordinator. T--In case of unsatisfactory performance, review guidelines with individual student and evaluate rewritten paper.

Handouts
Unit 1

Planning for Entrepreneurship
Unit I
The Responsibilities and Rewards of Owning a Business

Handout 1--UNIT SUMMARY

Duty I: Weigh the responsibilities and rewards of owning a business.
Duty Evaluation: Opinion paper on the rewards and responsibilities of business ownership.

	Tasks		Performance Objectives	Evaluation Instruments
1.1	Compare business ownership with working for others.	I.	Given characteristics of business ownership versus working for others, list during class discussion the advantages and disadvantages between acting as a business owner and as an employee. List must be judged acceptable according to the characteristics provided.	
1.2	Assess personal characteristics and skills in terms of the characteristics and skills required for success as an entrepreneur.	II.	Given 13 self-check questions which provide an assessment of personal qualities in relation to successful entrepreneurship, complete the questionnaire. All questions must be answered.	Project I, "Analyzing Personal Qualities," Ely, pp. 13-14
1.3	Explain the meaning and types of business risks and explain how businesses deal with them.	III.	Given a three-part test on the meaning, the types, and the methods of dealing with business risks, complete the test with 90% accuracy.	Posttest, Economics and Marketing LAP 8, pp. 15-16 Answer Key, p. 19

Instructional Plan
Unit 2

Planning for Entrepreneurship
Unit 2
Potential Business Opportunities

UNIT SUMMARY

Duty 2: Identify potential business opportunities.
Duty Evaluation: Project, "Identifying a Business Opportunity."

	Tasks		Performance Objectives	Evaluation Instruments
2.1.	Identify the types of small marketing businesses.	I.	Given descriptions of various marketing businesses, identify the specific type of marketing business being described. This must be done with 100% accuracy.	"Learning Pacer," Ely, pp. 17-18
2.2	Figure out how to prepare for business ownership	II.	Given a checklist on ownership preparation, organize a plan to prepare for ownership of a marketing business. The plan must be judged realistic and adequate by the student and teacher-coordinator according to the checklist provided.	Teacher-prepared checklist
2.3	Identify the various opportunities for small business ownership, and weigh the advantages and disadvantages of each.	III.	Given research guidelines and necessary resources, identify a variety of available opportunities for ownership of a small marketing business. Tell the advantages and disadvantages of each. This must be judged acceptable by the teacher-coordinator according to the guidelines provided.	
2.4	Identify the assistance available to small entrepreneurs	IV.	Given necessary resources, identify with 100% accuracy six sources of assistance for entrepreneurs. Contribute individual list to master list developed by the class. Master list must consist of at least 10 sources, identified according to the following categories with 100% accuracy: technical assistance, statistical information, legal assistance, and "how to" information.	

Planning for Entrepreneurship
Unit 2
Potential Business Opportunities

UNIT SUMMARY

Duty 2: Identify potential business opportunities.
Duty Evaluation: Project, "Identifying a Business Opportunity." (continued)

	Tasks	Performance Objectives	Evaluation Instruments
2.5	Identify personal choice of a business	V. Given selection guidelines and information on the types of small marketing businesses and potential opportunities for ownership, identify personal choice of a business. This must be judged realistic and potentially profitable by the student and the teacher-coordinator according to the guidelines provided.	Duty Evaluation Project 2, "Identifying a Business Opportunity," Ely, p. 34

Resources needed to complete this unit:

Ely, Vivien K., and Barnes, Michael T. Starting Your Own Marketing Business, 2nd edition. McGraw-Hill, New York, 1978.

Everard, Kenneth E., and Shilt, Bernard A. Business Principles and Practices, 7th edition. Cincinnati: Southwestern Publishing Company, 1979.

The National Center for Research in Vocational Education. PACE Level II, Unit 4, "Obtaining Technical Assistance." Columbus: The Ohio State University, 1982. (Optional)

Planning for Entrepreneurship
Unit 2—Potential Business Opportunities

Duty 2: Identify potential business opportunities.
Duty Evaluation: Project, "Identifying a Business Opportunity."

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION MEASURES
Introduction I. Types of small marketing businesses II. Preparation for business ownership III. Opportunities for small business ownership IV. Assistance available to entrepreneurs V. Personal choice of a business		Activity T--Preview unit in terms of the tasks to be performed and the methods of evaluating those tasks. Read "Business Ownership" for background information. Resources Handout I, "Unit Summary" "Business Ownership," Everard, pp. 77-112 PACE Activity T--Select appropriate sections of Level II, Unit 4, "Obtaining Technical Assistance" for use with task 2.4.

Task I: Identify the types of small marketing businesses.

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION MEASURES
I. Types of small marketing businesses A. Retail stores 1. Convenience goods 2. Shopping goods 3. Specialty goods B. Service businesses 1. Personal services 2. Business services 3. Processing services 4. Hospitality and recreation services 5. Educational services	I. Given descriptions of various marketing businesses, identify the specific type of marketing business being described. This must be done with 100% accuracy.	Activity I T and S--Read "Consider the Possible Types of Small Marketing Businesses." Discuss the various types of retail businesses. S--Consider both the various types of marketing businesses needed in a personally selected community and self-evaluated personal characteristics. Identify the type of business which might best coincide with personal special interests and skills. Resources I "Consider the Possible Types of Small Marketing Businesses," Ely, pp. 15-17 Task Evaluation I S--Complete the "Learning Pacer" with 100% accuracy. T--Evaluate students' answers. Give additional help to students who do not achieve the accuracy standard. Reevaluate them. Resources "Learning Pacer," Ely, pp. 17-18

Task 2: Figure out how to prepare for business ownership.

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION MEASURES
II. Preparation for business ownership A. Educational program B. Occupational experience 1. Managerial experience 2. Part-time business venture	II. Given checklist on ownership preparation, organize a plan to prepare for ownership of a marketing business. Plan must be judged adequate and realistic by student and teacher-coordinator according to the checklist provided.	Activity II T and S--Read and discuss "Prepare for Business Ownership." S--Make a list of available experiences which will provide helpful preparation for entrepreneurship. Before compiling the list, make inquiries concerning available educational programs and occupational experiences. As a self-check, complete the Learning Pacer. Resource II "Prepare for Business Ownership," Ely, pp. 18-19 "Learning Pacer," Ely, p. 19 Task Evaluation II T--Check students' lists to be sure they have investigated all relevant resources. If their lists are adequate, tell students they will use them to complete this task evaluation as they complete the duty evaluation project. However, if any students have inadequate lists of available resources, review the evaluation checklist and have them do some further investigating. Resources See Part A, Question 3, Project 2, Ely, p. 34

Task 3: Identify the various opportunities for small business ownership and weigh the advantages and disadvantages of each.

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION MEASURES
III. Opportunities for small business ownership A. Acquisition of a franchise 1. Types of franchises a. Conventional franchise b. Distributorship c. Licensed franchise d. Manufacturing franchise e. Service franchise 2. Franchise relationship 3. Franchise evaluation 4. Franchise listings B. Purchase of an existing business 1. Methods of buying a business a. Purchase of a share of the business from employer b. Takeover of a family business c. Location of other available opportunities 2. Evaluation of opportunity to buy a business a. Reasons for selling b. Potential for profit c. Positive and negative aspects C. Development of a new business	III. Given research guidelines and necessary resources, identify a variety of available opportunities for ownership of a small marketing business. Tell the advantages and disadvantages of each. This must be judged acceptable by the teacher-coordinator according to the guidelines provided.	Activity III T and S--Read "Acquire a Franchise," "Buy an Existing Business," and "Develop a New Business." T--Conduct a class discussion on opportunities for small business ownership. S--After discussing franchises, complete the "Learning Pacer" concerning franchises. Read and discuss the case problem in "Working with People." Answer the given questions concerning the case. Explore the available opportunities for business ownership. Answer questions 1-5 in "Sharpening Your Outlook" and discuss answers in class. Resources III "Acquire a Franchise," "Buy an Existing Business," and "Develop a New Business," Ely, pp. 19-27 "Learning Pacer," Ely, p. 22 "Sharpening Your Outlook," Ely, pp. 31-32 Task Evaluation III S--Make a list of potential marketing business opportunities. Give information concerning the advantages and disadvantages of each opportunity. T--Determine the acceptability of each student's list. Inform students that these lists will be used to complete the Duty Evaluation project. T--In case of unsatisfactory performance, review guidelines and have student do further research. Evaluate rewritten list.

Task 4: Identify the assistance available to small entrepreneurs.

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION MEASURES
IV. Assistance available to entrepreneurs A. Accountants B. Attorneys C. Bankers D. Successful entrepreneurs E. Government agencies F. Large company competitors G. Management consultants H. Specialized business service firms I. Trade associations and publications J. Wholesale suppliers	IV. Given necessary resources, identify with 100% accuracy six sources of assistance for entrepreneurs. Contribute individual list to a master list developed by the class. Master list must consist of at least 10 sources, identified according to the following categories with 100% accuracy: technical assistance, statistical information, legal assistance, and "how to" information.	T and S--Read "Identify the Assistance Available to Small Entrepreneurs" S--Discuss in class the kinds of assistance that are available to entrepreneurs. Determine the specific resources for locally available assistance to use in personal ownership planning. Resources IV "Identify the Assistance Available to Small Entrepreneurs," Ely, pp. 28-30 Task Evaluation IV S--Use the information collected individually to compile a master list of available resources for assistance that are of value to an entrepreneur. Categorize them as follows: technical assistance, statistical information, legal assistance, and "how to" information. T--Evaluate students' list. If judged acceptable, make copies for each student. If not acceptable, allow additional time for further investigation. Reevaluate.

Task 5: Identify personal choice of a business.

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION MEASURES
V. Personal choice of a business A. Review of types of small marketing businesses B. Review of available opportunities for business ownership C. Selection of the business	V. Given selection guidelines and information on the types of small marketing businesses and potential opportunities for ownership, identify personal choice of business. This selection must be judged realistic and potentially profitable by student and teacher-coordinator according to guidelines provided. (See Duty Evaluation)	Activity V T and S--Review types of marketing businesses and opportunities for ownership. S--In considering business opportunities, make the necessary decisions and gather the necessary information leading to self-evaluated ability to take advantage of certain opportunities. For example: Is relocation possible? How much capital gain is available? Discuss these considerations with people who can give sound advice concerning selection of the marketing business. Make decision based on these considerations. Resources V None Task Evaluation V Note: Evaluations for topic V are included in Duty Evaluation project. T--Conduct a conference with each student individually. S--During this conference, go over Project 2 with coordinator. T and S--Discuss the selection of the business in terms of its profit potential and whether it is a realistic choice for the student to make. T--If the choice is not judged suitable, review the selection guidelines and help the student make another selection. Reevaluate. Duty Evaluation S--Complete Project 2, "Identifying a Business Opportunity." T--Discuss completed projects individually with students. Resources Project 2, "Identifying a Business Opportunity," Ely, p. 34

Handouts
Unit 2

Planning for Entrepreneurship
Unit 2
Potential Business Opportunities

Handout 1--UNIT SUMMARY

Duty 2: Identify potential business opportunities.
Duty Evaluation: Project, "Identifying a Business Opportunity."

	Tasks		Performance Objectives	Evaluation Instruments
2.1.	Identify the types of small marketing businesses.	I.	Given descriptions of various marketing businesses, identify the specific type of marketing business being described. This must be done with 100% accuracy.	"Learning Pacer," Ely, pp. 17-18
2.2	Figure out how to prepare for business ownership	II.	Given a checklist on ownership preparation, organize a plan to prepare for ownership of a marketing business. The plan must be judged realistic and adequate by the student and teacher-coordinator according to the checklist provided.	Teacher-prepared checklist
2.3	Identify the various opportunities for small business ownership, and weigh the advantages and disadvantages of each.	III.	Given research guidelines and necessary resources, identify a variety of available opportunities for ownership of a small marketing business. Tell the advantages and disadvantages of each. This must be judged acceptable by the teacher-coordinator according to the guidelines provided.	
2.4	Identify the assistance available to small entrepreneurs	IV.	Given necessary resources, identify with 100% accuracy six sources of assistance for entrepreneurs. Contribute individual list to master list developed by the class. Master list must consist of at least 10 sources, identified according to the following categories with 100% accuracy: technical assistance, statistical information, legal assistance, and "how to" information.	

Planning for Entrepreneurship
Unit 2
Potential Business Opportunities

Handout I—UNIT SUMMARY

Duty 2: Identify potential business opportunities.
Duty Evaluation: Project, "Identifying a Business Opportunity." (continued)

	Tasks	Performance Objectives	Evaluation Instruments
2.5	Identify personal choice of a business	V. Given selection guidelines and information on the types of small marketing businesses and potential opportunities for ownership, identify personal choice of a business. This must be judged realistic and potentially profitable by the student and the teacher-coordinator according to the guidelines provided.	Duty Evaluation Project 2, "Identifying a Business Opportunity," Ely, p. 34

Instructional Plan
Unit 3

Planning for Entrepreneurship
Unit 3--The Effects of International Trade

UNIT SUMMARY

Duty 3: Demonstrate knowledge of the effects of international trade on nations and marketing businesses.
Duty Evaluation: Posttest, International Trade.

	Tasks	Performance Objectives	Evaluation Instruments
3.1	Define international trade.	I. Given necessary resources in class, construct a definition of international trade that is judged 100% accurate.	
3.2	Describe how international trade affects the economic interdependence of nations.	II. Given guidelines for class discussion, contribute to description of how international trade affects the economic interdependence of nations. Participation must be judged acceptable by teacher-coordinator according to guidelines provided.	
3.3	Explain why nations engage in international trade and how this trade affects small marketing businesses.	III. Given report specifications, write an explanation of why nations engage in international trading, including the effect such trading has on marketing businesses. Explanation must be accurate and conform to the specifications provided.	Duty Evaluation "Posttest," Economics and Marketing LAP 24, Teacher Section, pp. 19-21 Answer Key, p. 25

Resources needed to complete this unit:

IDECC. Economics and Marketing LAP 24, "International Trade." Columbus: The Ohio State University, 1979.

Planning for Entrepreneurship
Unit 3—The Effects of International Trade

Duty 3: Demonstrate knowledge of the effects of international trade on nations and marketing businesses.
Duty Evaluation: Posttest, International Trade.

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION MEASURES
Introduction I. Definition of international trade II. Effects of international trade on the economic interdependence of nations III. Reasons nations engage in international trade and how this trade affects marketing businesses		Activity T--Introduce this unit by explaining that its purpose is to give perspective to the study of entrepreneurship by showing how the student's chosen marketing business is affected by a wide-ranging economic activity. Resources Handout I—"Unit Summary"

Task I: Define international trade.

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION MEASURES
I. Define international trade. A. Buying and selling of products and services between different countries B. U.S. businesses selling to foreign markets and foreign businesses selling to the U.S. market	I. Given necessary resources in class, construct a definition of international trade that is 100% accurate.	Activity I T--Show (LAP) Transparency I, and conduct a class discussion on the definition of international trade. Resources I Transparency I, Economics and Marketing LAP 24, "International Trade," Teacher section, p. 4 Task Evaluation I S--Construct a definition of international trade using the points brought out in class discussion. T--Evaluate definition. If it is not 100% correct, have students revise it until it is.

Task 2: Describe how international trade affects the economic interdependence of nations.

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION MEASURES
II. Effects of international trade on the economic interdependence of nations A. Increase of the dependency that nations have on one another B. Result of relying on one another for goods and services	II. Given guidelines for class discussion, contribute to description of how international trade affects the economic interdependence of nations. Participation must be judged acceptable by teacher-coordinator according to guidelines provided.	Activity II T--Show (LAP) Transparency 2 and lead a discussion on the interdependence of nations through international trade. Give an example of such an interdependency, citing a third-world country rich in oil but poor in other resources, for which they depend on other nations. S--Discuss how America's dependency on such nations for oil has affected the economy. Resources II Transparency 2, Economics and Marketing LAP 24, "International Trade," p. 7 Task Evaluation II S--Orally describe how international trade affects the economic interdependence of nations. T--Though this can be done in the form of discussion, call on students individually to ascertain each student's knowledge.

Task 3: Explain why nations engage in international trade and how this trade affects marketing businesses.

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION MEASURES
III. Reasons nations engage in international trade, and how this trade affects marketing businesses A. Reasons 1. Satisfaction of nation's domestic needs and wants 2. Filling of the shortages and voids in one country with the surpluses of another B. Cyclical effects on marketing businesses 1. Increase in demands for goods and services 2. Increase in production 3. Creation of additional jobs 4. Increase in disposable income 5. Contribution to higher standards of living 6. Assurance of continuing demands for products and services	III. Given report specifications, write an explanation of why nations engage in international trading, including the effect such trading has on marketing businesses. Explanation must be accurate and conform to specifications provided.	Activity III.A T--Use (LAP) Transparency 3 and discuss why nations engage in international trade. T and S--Read "Why International Trade?" to review III.A and lead into III.B Resources III.A Transparency 3, Economics and Marketing LAP 24, Teacher's section, p. 9 "Why International Trade?" Economics and Marketing LAP 24, Student section, pp 6-7 Activity III.B T--Show (LAP) Transparency 4 and discuss how international trade affects marketing businesses. Have students identify products imported and exported by the U.S. Use (LAP) Transparency 5. Using (LAP) Transparency 6, compare the products identified by the students with those presented. Using (LAP) Transparency 7, discuss trade deficit and trade surplus. T and S--Read "Trade Between Nations." S--Discuss how marketing businesses can be affected by trade deficits and surpluses.

Task 3: Explain why nations engage in international trade and how this trade affects marketing businesses. (continued)

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION MEASURES
III. Reasons nations engage in international trade, and how this trade affects marketing businesses (continued)		Activity III.B (continued) T and S--On the chalkboard, make a list of the small marketing businesses chosen by the students. Discuss what impact international trade might have on each business. Might the business chosen by the student engage in international trade? Resources III.B "Trade Between Nations," Economics and Marketing LAP 24, Student section, p. 5 Transparencies 4, 5, 6, and 7, Economics and Marketing LAP 24, Teacher's section, p. 11 Task Evaluation III S--Conforming to report specifications provided by the teacher-coordinator, explain in writing why nations engage in international trading. Tell how this trading affects marketing businesses. T--Evaluate students' work and provide additional help for students whose explanations are not acceptable. Reevaluate them. Alternate Evaluation T--Choose appropriate questions from "Can You Finish It?" and/or "Can You Match That?"

Task 3: Explain why nations engage in international trade and how this trade affects marketing businesses. (continued)

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION MEASURES
III. Reasons nations engage in international trade, and how this trade affects marketing businesses (continued)		Resources "Can You Finish It?" and "Can You Match That?" Economics and Marketing LAP 24, Student section, pp. 8-9 Answer Keys, pp. 10-11 Duty Evaluation S--Complete, with 100% accuracy, the "Posttest" in Economics in Marketing LAP 24. T--Review correct answers. Evaluate students' work. Provide additional help for students who fail to meet the accuracy standard. Reevaluate them. Pretest might be used for this. Resources "Posttest," Economics and Marketing LAP 24, Teacher section, pp. 19-21 Answer Key, p. 25

DISTRIBUTIVE EDUCATION

Handouts
Unit 3

Planning for Entrepreneurship
Unit 3--The Effects of International Trade

Handout I--UNIT SUMMARY

Duty 3: Demonstrate knowledge of the effects of international trade on nations and marketing businesses.
Duty Evaluation: Posttest, International Trade.

Tasks	Performance Objectives	Evaluation Instruments
3.1 Define international trade.	I. Given necessary resources in class, construct a definition of international trade that is judged 100% accurate.	
3.2 Describe how international trade affects the economic interdependence of nations.	II. Given guidelines for class discussion, contribute to description of how international trade affects the economic interdependence of nations. Participation must be judged acceptable by teacher-coordinator according to guidelines provided.	
3.3 Explain why nations engage in international trade and how this trade affects small marketing businesses.	III. Given report specifications, write an explanation of why nations engage in international trading, including the effect such trading has on marketing businesses. Explanation must be accurate and conform to the specifications provided.	Duty Evaluation "Posttest," Economics and Marketing LAP 24, Teacher Section, pp. 19-21 Answer Key, p. 25

Instructional Plan
Unit 4

Planning for Entrepreneurship
Unit 4—Selecting the Right Location for a Business

UNIT SUMMARY

Duty 4: Select the right location.
Duty Evaluation: Project--"Identifying the Best Location"

	Tasks		Performance Objectives	Evaluation Instruments
4.1	Analyze the factors involved in the selection of a city or town and the choice of an area in that town.	I.	Given the factors that influence the choice of an area in which to locate a marketing business, analyze the factors with 90% accuracy on a written test.	Written test, "Factors Involved in the Selection of an Area for the Location of a Marketing Business"
4.2	Analyze the factors involved in pinpointing a specific site.	II.	Given guidelines for written discussion, identify and discuss the factors involved in site location for a marketing business. Ninety percent accuracy on a written test is required.	Written test, "Factors Involved in Site Selection for a Marketing Business"
4.3	Analyze the factors involved in evaluating the facility.	III.	Given guidelines for written discussion, identify and analyze the factors involved in the evaluation of a facility for a marketing business. Ninety percent accuracy on a written test is required.	Written test, "Factors To Be Considered in Facility Evaluation"
				Duty Evaluation Project 3, "Identifying the Best Location," Ely, pp. 51-52

Resources needed to complete this unit:

Ely, Vivien K., and Barnes, Michael T. Starting Your Own Marketing Business, 2nd edition. New York: McGraw-Hill, 1978.

Meyer, Warren G.; Haines, Peter G.; and Harris, E. Edward. Retailing Principles and Practices. New York: McGraw-Hill, 1982.

The National Center for Research in Vocational Education. PACE, Level III, Unit 7, "Locating the Business." Columbus: The Ohio State University, 1982. (Optional)

Planning for Entrepreneurship
Unit 4--Selecting the Right Location for a Business

Duty 4: Select the right location.
Duty Evaluation: Project--"Identifying the Best Location."

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION MEASURES
Introduction I. Factors involved in the selection of a city or town and an area within that city or town II. Factors involved in site selection III. Factors involved in facility evaluation		Activity T--Preview the unit for students in terms of the tasks to be performed and the methods of evaluating the tasks. Resources Handout I, "Unit Summary" PACE Activity T--Select appropriate sections from Levels II and III, Unit 7, "Locating the Business."

ask I: Analyze the factors involved in selecting a city or town and choose an area within that city or town.

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION MEASURES
Factors involved in the selection of a city or town and an area within that city or town A. The city or town 1. Personal factors a. Time and funds b. Friends and family c. Partiality to a particular location, size, or climate d. Available business opportunities e. Location of other business interests 2. Economic characteristics a. Trading area b. Central Place Theory 3. Population trends and purchasing power a. Number of residents b. Population changes c. Age distribution d. Income e. Employment f. Number of home owners and renters g. Quality of homes	I. Given the factors that influence the choice of an area in which to locate a marketing business, analyze the factors with 90% accuracy on a written test.	Activity I.A T--Refer to "Selecting a Community for a Retail Business." T and S--Read "Select a City or Town." T--Conduct a detailed discussion on the factors involved in selecting a city or town in which to locate a marketing business. When discussing economic considerations, use Handout 2 to discuss the Central Place Theory. Point out that this has important implications for students who plan to open retail businesses. Using Maslow's Hierachy of Needs, point out relationships between the order of retail business development in a community and the order of human needs. Activity I.A S--Complete the "Learning Pacer" as a self-check. Resources I.A "Selecting a Community for a Retail Business," Meyer, pp. 552-555 "Select a City or Town," Ely, pp. 35-36 Handout 2, "The Central Place Theory" "Learning Pacer," Ely, pp. 36-37

Task I: Analyze the factors involved in selecting a city or town and choose an area within that city or town. (continued)

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION MEASURES
B. The area in the city or town 1. Types of retailing areas a. Downtown b. Major traffic arteries c. Suburban shopping centers 2. Factors involved in retailing area selection a. Rent b. Nature of product c. Customers desired d. Volume of business 3. Service and wholesaling site selection		Activity I.B T and S--Read "Choose an Area of the City or Town." T--Discuss the factors that must be considered when deciding on a location within a chosen community. Discuss locations for retailing businesses and wholesaling businesses. S--Complete the "Learning Pacer." T and S--Read and discuss the case problem in "Working with People." Resources I.B "Choose an Area of the City or Town," Ely, pp. 37-39 "Learning Pacer," Ely, p. 40 "Working with People," Ely, pp. 49-50 Task Evaluation I S--Complete with 90% accuracy the test requiring analysis of factors that influence the choice of an area in which to locate a marketing business. T--Evaluate students' work. Provide additional help for those who do not achieve the accuracy standard. Reevaluate them. Resources Written test, "Factors Involved in the Selection of an Area for the Location of a Marketing Business"

Task 2: Analyze the factors involved in pinpointing a specific site.

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION MEASURES
II. Factors involved in site selection A. Retail site location 1. Accessibility to customers 2. Traffic volume and patterns 3. Nature of nearby stores 4. Physical aspects 5. Rent and terms 6. Mass-transportation patterns B. Wholesale site location 1. Location of the market to be served 2. Whether deliveries are to be made 3. Whether a showroom is to be maintained 4. Available warehouse space 5. Proximity to rail, trucking, transportation, etc. 6. Packing and loading space	II. Given guidelines for written discussion, identify and discuss the factors involved in site location for a marketing business. Ninety percent accuracy on a written test is required.	Activity II T--Refer to "Selecting a Specific Retail Site." T and S--Read "Pinpoint a Specific Site." Conduct detailed discussion of the factors involved in choosing a site for a retailing business and a wholesaling business. Point out examples in the local trading area. S--Complete the "Learning Pacer" as a self-check. Resources II "Selecting a Specific Retail Site," Meyer, pp. 555-557 "Pinpoint a Specific Site," Ely, pp. 40-43 "Learning Pacer," Ely, p. 43 Task Evaluation II S--Answer, with 90% accuracy, the question pertaining to the type of marketing business personally selected and planned. The selected question concerns factors involved in choosing a site for the marketing business. T--Evaluate students' work. Provide additional review of information and discussion guidelines for students who do not achieve the accuracy standard. Reevaluate them. Resources Written test, "Factors Involved in Site Selection for a Marketing Business"

Task 3: Analyze the factors involved in evaluating the facility.

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION MEASURES
II. Factors to be considered in facility evaluation A. Site history B. Layout considerations 1. Retail selling space 2. Sales supporting space 3. Service or whole space C. Physical condition D. Exterior appearance E. Condition of lighting, plumbing, heating/air conditioning F. Restrictive ordinances	III. Given guidelines for written discussion, identify and analyze the factors involved in the evaluation of a facility for a marketing business. Ninety percent accuracy on a written test is required.	Activity III T--Refer to "Planning Store Design." T and S--Read "Evaluate the Building." T--Conduct a detailed discussion of the factors involved in evaluating a facility for a retailing and a wholesaling business. S--Complete the "Learning Pacer" as a self-check. Resources III "Planning Store Design," Meyer, pp. 557-565 "Evaluate the Building," Ely, pp. 44-46 Learning Pacer, Ely, p. 47 Optional Activity T--Identify an available local business facility and choose a typical marketing business. Have students visit the facility and evaluate it as housing for the given marketing business. Task Evaluation III S--Answer with 90% accuracy the question requiring analysis of factors to be considered when evaluating a facility for a marketing business. T--Evaluate students' work. Provide additional review of information and discussion guidelines for students who do not achieve the accuracy standard. Reevaluate them.

Task 3: Analyze the factors to be considered when evaluating the facility. (continued)

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES- RESOURCES and EVALUATION MEASURES
III. Factors to be considered in facility evaluation (continued)		Resources Written test, "Factors to be Considered in Facility Evaluation " Additional Activity T and S--Read "Your Advisors on Selecting the Right Location." T--Discuss these sources and identify local people and agencies that can help in location selection. Resources "Your Advisors on Selecting the Right Location," Ely, pp. 47-48 Optional Activity T--Invite a local business person who has recently opened a marketing business to discuss the process he or she went through in choosing the location and site and evaluating the facility. Ask the person to address specifically the problems encountered and what was done to overcome those problems, and people or agencies who provided advice and guidance. Duty Evaluation S--Complete Project 3, "Identifying the Best Location." T--Discuss completed projects individually with students to determine acceptability. Resources Project 3, "Identifying the Best Location," Ely, pp. 51-52

DISTRIBUTIVE EDUCATION

Handouts
Unit 4

Planning for Entrepreneurship
Unit 4--Selecting the Right Location for a Business

Handout 1--UNIT SUMMARY

Duty 4: Select the right location.
Duty Evaluation: Project--"Identifying the Best Location"

	Tasks		Performance Objectives	Evaluation Instruments
4.1	Analyze the factors involved in the selection of a city or town and the choice of an area in that town.	I.	Given the factors that influence the choice of an area in which to locate a marketing business, analyze the factors with 90% accuracy on a written test.	Written test, "Factors Involved in the Selection of an Area for the Location of a Marketing Business"
4.2	Analyze the factors involved in pinpointing a specific site.	II.	Given guidelines for written discussion, identify and discuss the factors involved in site location for a marketing business. Ninety percent accuracy on a written test is required.	Written test, "Factors Involved in Site Selection for a Marketing Business"
4.3	Analyze the factors involved in evaluating the facility.	III.	Given guidelines for written discussion, identify and analyze the factors involved in the evaluation of a facility for a marketing business. Ninety percent accuracy on a written test is required.	Written test, "Factors To Be Considered in Facility Evaluation"
				Duty Evaluation
				Project 3, "Identifying the Best Location," Ely, pp. 51-52

Planning for Entrepreneurship
Unit 4--Selecting the Right Location for a Business

Handout 2
THE CENTRAL PLACE THEORY

The Central Place Theory was developed by Walter Christaller in Germany in 1933, and has been validated by several research projects in the United States over the past three decades. In theory, it defines a central place as a community that includes one or more retailing businesses. It is typically a village, town, or city.

The Central Place Theory is based on a ranking of these communities according to the assortment of goods and services available in each. Ranked lowest are communities that provide only a basic assortment of goods and services--the necessities. Highly ranked communities are those that provide a broad assortment of goods and services-- the necessities plus specialties.

Based on the Central Place Theory, retail businesses selling basic goods or services are the first to be supported by a small growing community. Research has shown that the following businesses, in the order listed, would be the first to locate in such a community:

1. Gasoline station
2. Grocery store
3. Restaurant
4. Physician
5. Insurance agency
6. Beauty salon
7. Real estate agency
8. Auto parts dealer
9. Furniture store
10. Automobile dealer
11. Lawyer
12. Feed store
13. Women's ready-to-wear
14. Dry cleaner

Retailers may use the theory to draw some conclusions about the location of new marketing businesses.

> Not all communities are able to support all types of retailing activity. Retailers selling basic goods and services, such as a service station or a food store, can consider more communities as potential markets. Those selling specialty goods, such as a jewelry store, can consider only the larger communities.

Retailers can determine the types of businesses that a growing community will need in the future. For example, a small community with only a gasoline station and a grocery store will next need a restaurant as it continues to grow. In this way, a marketer can identify the communities or markets that will be most in need of a particular type of retail business.

A single trip to a highly ranked central place will replace the need to make several separate trips to lower ranked central places. Therefore, larger central places will do a disproportionately larger amount of business, because people can make one trip to purchase specialty goods and services, as well as the necessities.

Evaluation Instruments
Unit 4

Task Evaluation I

Factors Involved in Selecting an Area
for the Location of a Marketing Business

Written Test

1. Consider the personal factors that will affect your choice of an area in which to locate your marketing business. Describe the four factors that you think will influence your choice the most.

2. Answer only if your proposed business is a retail establishment:
According to the Central Place Theory, what size community will support the kind of retailing business you plan to open? Based on this theory, must you eliminate any of the communities you are currently considering as locations? Why or why not?

3. Answer only if your proposed business is a wholesale establishment:
What are the special factors to consider when choosing an area in a town or city in which to establish a wholesaling business? Based on these factors, must you eliminate any of the areas you are considering? Can you add any? Why or why not?

4. How do population trends and purchasing power affect the choice of a city or town in which to locate a marketing business?

DRAFT

Task Evaluation II

Factors Involved in Selecting an Area
for the Location of a Marketing Business

Writter Test

1. Answer if your proposed business is a retail establishment:
   List at least five factors that determine the site choice of a retail business. Discuss each, telling how it will affect the success of the business.

2. Answer if your proposed business is a wholesaling establishment:
   Describe at least five factors that influence the choice of site for a wholesaling business, telling how each factor will affect the operation of the business.

DRAFT

Task Evaluation III

Factors Involved in Facility Evaluation

Writter Test

Identify at least five factors that should be considered in choosing a facility for your marketing business. Briefly tell how each of these factors will affect the operation and/or the success of your business.

DRAFT

DISTRIBUTIVE EDUCATION

Instructional Plan
Unit 5

Planning for Entrepreneurship
Unit 5--Developing a Marketing Strategy for a Business

UNIT SUMMARY

Duty 5: Develop a marketing strategy.
Duty Evaluation: Written test (optional); in-class presentation of marketing strategy.

	Tasks		Performance Objectives	Evaluation Instruments
5.1	Develop the customer profile.	I.	Given guidelines and necessary resources, develop a customer profile for a personally selected marketing business. This must be judged acceptable according to a checklist provided by the teacher-coordinator.	Project 4, "Developing Your Customer Profile," Ely, p. 69 Teacher-prepared checklist
5.2	Develop a plan for for attracting customers.	II.	Given guidelines and necessary sources of information, determine how to attract customers to the business. This must be judged acceptable according to guidelines provided by the teacher-coordinator.	Project 5, "Determining How You Will Attract Customers," Ely, p. 69
5.3	Develop a plan for for promoting sales.	III.	Given guidelines and necessary sources of information, complete a plan for promoting sales in the business. This plan must be judged acceptable according to guidelines provided by the teacher-coordinator.	Project 6, "Promoting Sales," Ely, pp. 72-73
5.4	Develop a plan for getting the work done.	IV.	Given guidelines and necessary sources of information, develop a plan for getting the work done in your business. This plan must be judged acceptable according to guidelines provided by the teacher-coordinator.	Project 7, "Getting the Work Done," Ely, p. 74 Duty Evaluation "Sharpening Your Outlook," Ely, pp. 66-67 (Optional)

Resources needed to complete this unit:

Ely, Vivien K., and Barnes, Michael T. Starting Your Own Marketing Business, 2nd edition. New York: McGraw-Hill, 1978.

Krentzman, Harvey C. Successful Management Strategies for Small Business. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1981.

The National Center for Research in Vocational Education. PACE Levels II and III, Unit 6, "Planning the Marketing Strategy." Columbus: The Ohio State University, 1982. (Optional)

Planning for Entrepreneurship
Unit 5—Developing a Marketing Strategy for a Business

Duty 5: Develop a marketing strategy.
Duty Evaluation: Written test (optional); in-class presentation on marketing strategy.

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION MEASURES
Introduction I. Development of a customer profile II. Development of a plan for attracting customers III. Development of a plan for promoting sales IV. Development of a plan for getting the work done		Activity T--Preview unit for students in terms of the tasks to be performed and the methods of evaluating those tasks. Read "Marketing, Merchandising, Advertising, and Sales Promotion" for background information and refer to specific sections as the applicable subjects are covered in class. "Advertising and Sales Promotion" may be of additional help in providing background information. Resources Handout I, "Unit Summary" "Marketing, Merchandising, Advertising, and Sales Promotion," Krentzman, pp. 1-16 "Advertising and Sales Promotion," Everard, pp. 198-216 PACE Activity T--Select appropriate sections from Levels II and III, Unit 6, "Planning the Marketing Strategy."

Task I: Develop the customer profile.

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION MEASURES
I. Development of a customer profile A. Definition B. Need for customer profile C. Factors in development of customer profile 1. Factors for a retail business a. Types of people whose needs can be satisfied by the business b. Needs of these potential customers c. Kinds of people likely to buy from the business d. Potential customer income range e. Potential customer age range f. Potential customer buying habits g. Distance of potential customer homes from the business h. Identification of best way the business can serve potential customers 2. Factors for a wholesale business a. All of the above b. Retailers dealing in this product c. Retailer price lines d. Retailer volumes e. Kinds of service	I. Given guidelines and necessary resources, develop a customer profile for a personally selected marketing business. This must be judged acceptable according to a checklist provided by the teacher-coordinator.	Activity I T and S--Read "Develop a Customer Profile." T--Conduct a discussion of customer profiles, emphasizing the information that is needed to develop a profile. Help students determine sources of that information. S--Complete the Learning Pacer as a self-check. Resources I "Develop a Customer Profile," Ely, pp. 53-54 "Learning Pacer," Ely, p. 54 Task Evaluation I S--Complete Project 4, "Developing Your Customer Profile." T--Allow students ample time (in class and out of class) to work on this project. Provide help where needed. Evaluate students' work. Review checklist and point out areas where additional work or correction is needed. Reevaluate. Resources I Project 4, "Developing Your Customer Profile," Ely, p. 69

Task 2: Develop a plan for attracting customers.

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION MEASURES
II. Development of a plan for attracting customers A. Development of image 1. Establishment of price policies 2. Establishment of product policies 3. Establishment of customer service policies 4. Selection of a name for the business B. Development of an advertising policy 1. Definition of goals 2. Establishment of budget 3. Selection of media	II. Given guidelines and necessary sources of information, determine how to attract customers to the business. This must be judged acceptable according to guidelines provided by the teacher-coordinator.	Activity II T and S--Read "Attract Customers." T--Refer to "Developing Pricing Policies" and "Creating the Store Image." Lead a discussion of image and the types of policies that must be established to reinforce that image. S--Write down any ideas for policies for the business that occur while studying this area of marketing strategy. Keep these to use in completing the task evaluation. T--Discuss the rules to follow when choosing a company name. T and S--List on the board the names of some local businesses and discuss the image projected by each name. Decide whether or not the businesses live up to the images their names project. S--Begin to consider possible names for the business. List the names in a notebook as they come to mind. T--Lead a discussion of the goals of advertising, approaches to budgeting for advertising, and choice of advertising media. T and S--List the student's chosen businesses on the chalkboard. Make suggestions for marketing strategies for each business. S--Complete the "Learning Pacer" as a self-check.

Task 2: Develop a plan for attracting customers. (continued)

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES RESOURCES and EVALUATION MEASURES
II. Development of a plan for attracting customers (continued)		Resources II "Attract Customers," Ely, pp. 54-58 "Developing Pricing Policies," Meyer, pp. 465-471 "Creating the Store Image," Meyer, pp. 506-512 "Learning Pacer," Ely, pp. 58-59 Task Evaluation II S--Complete Project 5, "Determining How You Will Attract Customers." T--Allow students time in and out of class to complete the project. Provide help where needed. Evaluate, review guidelines, and offer suggestions for improvement. Reevaluate. Resources Project 4, "Determining How You Will Attract Customers," Ely, pp. 70-71

Task 3: Develop a plan for promoting sales.

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION MEASURES
III. Development of a plan for promoting sales A. Promotion of sales in a retail business 1. Selling area layout 2. Display 3. Retail selling 4. Retail buying 5. Receiving, checking, marking procedures 6. Merchandise control B. Promotion of sales in a wholesale business 1. Retailer assistance 2. Display 3. Wholesale selling 4. Personal services to retailer C. Promotion of sales in service businesses 1. Offer of proof service was performed 2. Display of licenses and certificates 3. Follow-up 4. Friendly, knowledgeable employees	III. Given guidelines and necessary sources of information, complete a plan for promoting sales in the business. This must be judged acceptable according to guidelines provided by the teacher-coordinator.	Activity III T--Refer to "Planning Sales Promotion." T and S--Read "Promote Sales." T--Discuss those factors which govern the layout of the selling area. S--Begin to make a tentative list of the fixtures, counters, racks, and any other special equipment needed in the selling area of the business. T--Discuss the role of display in selling products. Discuss the importance of quality selling and positive employee attitude in promoting sales. S--Begin to formulate some display plans. These plans should incorporate the types of displays and display themes desired. Plan incentives to provide for effective personal selling. Keep in mind that all such plans should reflect the image of the business. T--Use as references, "Receiving and Checking Merchandise," "Marketing Merchandise," "Inventory Control," and "Buying to Produce a Profit," and discuss merchandising policies in detail. Invite a local entrepreneur to speak to the class about his or her methods of locating resources for products, buying, pricing, and readying the products for sale. T and S--Use Handout 2 to identify resources for products.

Task 3: Develop a plan for promoting sales. (continued)

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION MEASURES
III. Development of a plan for promoting sales (continued)		Activity III (continued) S--Use the handout to try to determine the types of resources planned to obtain desired products. T--Help students locate specific resources for their products. S--Begin to develop some procedures for receiving, checking, marketing, and stocking goods. Make plans for a method of inventory control. T--Point out the differences in sales promotion as practices by wholesaling and service businesses. T and S--Read and discuss the case problem in "Working with People." Resources III "Planning Sales Promotion," Meyer, pp. 538-546 "Promote Sales," Ely, pp. 59-61 "Receiving and Checking Merchandise," Meyer, pp. 136-144 "Marking Merchandise," Meyer, pp. 145-152 "Inventory Control," Meyer, pp. 307-314 "Buying to Produce a Profit," Meyer, pp. 482-488 Handout 2--"Resources for Retail Goods" "Working with People," Ely, pp. 67-68

Task 4: Develop a plan for getting the work done.

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION MEASURES
IV. Development of a plan for getting the work done A. Determination of personnel needs B. Delegation of the work C. Determination of personnel costs D. Determination of policies for achieving efficient production (manufacturing business) 1. Plant layout 2. Production methods 3. Inspection 4. Production standards 5. Production control	IV. Given guidelines and necessary sources of information, develop a plan for getting the work done in the business. This plan must be judged acceptable according to guidelines provided by the teacher-coordinator.	Activity IV T and S--Read "Get the Work Done." T--Lead a discussion on the importance of deciding who will do the work in a marketing business. Help students begin to formulate their own plans for getting the work done. If there are students who are interested in manufacturing businesses, refer to "Production," especially the following topics: "Plant Layout," "Production Methods," "Inspection and Quality Control," "Production Standards," and "Production Control." Give students the information needed to help them make plans concerning the production of their product, and how they can get this work done efficiently. S--Complete the "Learning Pacer" as a self-check. Resources IV "Get the Work Done," Ely, pp. 62-65 "Production," Krentzman, pp. 17-44 Task Evaluation IV S--Complete Project 7, "Getting the Work Done." T--Allow sufficient time in and out of class for students to complete the project. Provide help where needed. Evaluate, review guidelines, and make suggestions for improvement. Reevaluate.

Task 4: Develop a plan for getting the work done. (continued)

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION MEASURES
IV. Development of a plan for getting the work done (continued)		Resources Project 7, "Getting the Work Done," Ely, p. 74 Additional Activity T and S--Read "Your Advisors on Marketing Strategy" for a list of resources for help in developing a marketing strategy. Resources "Your Advisors on Marketing Strategy," Ely, p. 65 Duty Evaluation S--Complete "Sharpening Your Outlook." (This can be administered as a test at the teacher-coordinator's discretion.) Using completed Projects 4-6, present to the class an overview of planned marketing strategy. T and S--Critique each student's marketing strategy, offering constructive help for improvement.

Handouts
Unit 5

Planning for Entrepreneurship
Unit 5--Developing a Marketing Strategy for a Business

Handout I--UNIT SUMMARY

Duty 5: Develop a marketing strategy.
Duty Evaluation: Written test (optional); in-class presentation of marketing strategy.

	Tasks		Performance Objectives	Evaluation Instruments
5.1	Develop the customer profile.	I.	Given guidelines and necessary resources, develop a customer profile for a personally selected marketing business. This must be judged acceptable according to a checklist provided by the teacher-coordinator.	Project 4, "Developing Your Customer Profile," Ely, p. 69 Teacher-prepared checklist
5.2	Develop a plan for for attracting customers.	II.	Given guidelines and necessary sources of information, determine how to attract customers to the business. This must be judged acceptable according to guidelines provided by the teacher-coordinator.	Project 5, "Determining How You Will Attract Customers," Ely, p. 69
5.3	Develop a plan for for promoting sales.	III.	Given guidelines and necessary sources of information, complete a plan for promoting sales in the business. This plan must be judged acceptable according to guidelines provided by the teacher-coordinator.	Project 6, "Promoting Sales," Ely, pp. 72-73
5.4	Develop a plan for getting the work done.	IV.	Given guidelines and necessary sources of information, develop a plan for getting the work done in your business. This plan must be judged acceptable according to guidelines provided by the teacher-coordinator.	Project 7, "Getting the Work Done," Ely, p. 74 Duty Evaluation "Sharpening Your Outlook," Ely, pp. 66-67 (Optional)

Planning for Entrepreneurship
Unit 5--Developing a Marketing Strategy for a Business

Handout 2
RESOURCES FOR RETAIL GOODS

The Raw-Resource Producer

In certain cases a retailer may go directly to the raw-resource producer to obtain necessary supplies. Food retailers often do this; buying straight from the producer enables the food retailers to get fresher products at lower prices, because of reduced handling.

Lumber and other bulky materials are often bought directly from producers because of the extra expenses of additional handling.

The Manufacturer

Buying from a manufacturer offers several advantages. Product freshness is one benefit, as the retailer gets products packed and shipped directly from the assembly line. Quicker delivery and lower price are additional benefits, because the elimination of a wholesaler cuts time and price. Manufacturers can provide retailers with more information about their own products than wholesalers can. They also offer more satisfactory adjustment on goods that are defective or damaged.

Wholesaling Intermediaries

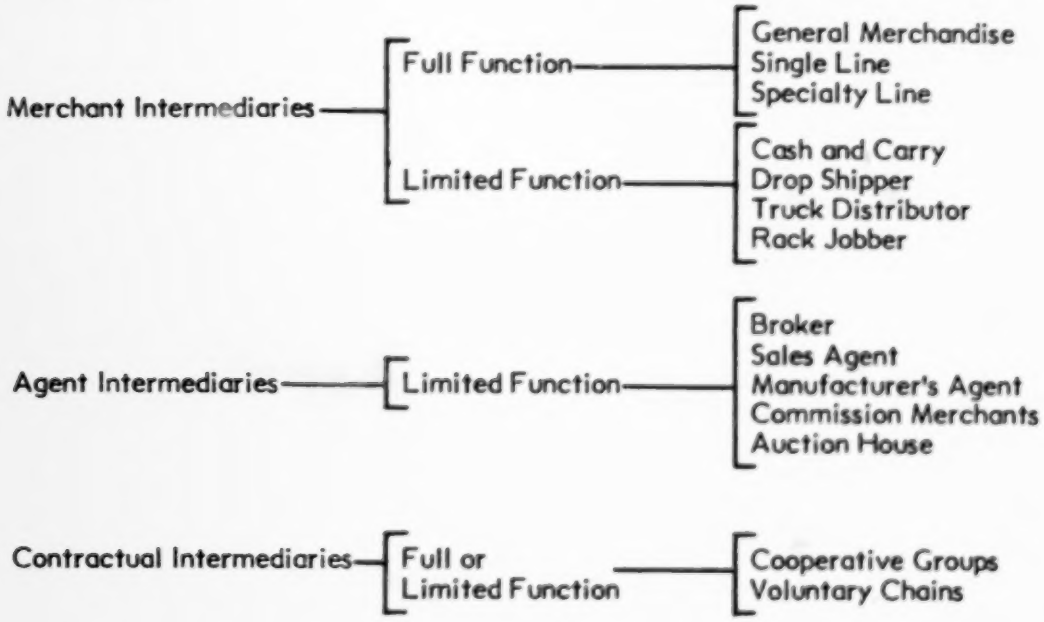
These suppliers position themselves in the distribution channel between the manufacturer and the retailer. Most intermediaries do not provide a full range of wholesaling functions (buying, selling, breaking bulk, creating assortment, stocking, delivery, extending credit, extending credit, giving information, and transferring title). Instead, they specialize in one or a limited number of functions. Based on the functions they provide, intermediaries are classified into several groups. Retailers select the types that meet their specific needs.

Handout 2--Resources for Retail Goods
(continued)

Merchant Intermediaries

These wholesalers buy and sell goods as they move through the channel of distribution. They actually take title (assume ownership) of these goods. Merchant intermediaries represent an important source of supply to small and medium-sized retailers who do not have enough sales volume to buy directly from producers. Some provide a full range of wholesaling functions; others limit their functions to a few essential services, because they believe that many retailers are only interested in those essentials and do not want to pay for services they do not need.

The following chart shows the types of wholesaling intermediaries classified according to functions.



Handout 2--Resources for Retail Goods
(continued)

Functions of Intermediaries

a. General Merchandise Wholesaler. Handles a number of different product lines. Usually, these products are staple goods such as hardware, household durables, or personal care items.

b. Single-line Wholesaler. Handles one general product line; for example, hardware, drugs, groceries, or dry goods.

c. Specialty-line Wholesaler. Handles one specialty product line within a general product line; for example, frozen foods.

d. Cash and Carry Wholesaler. Operates like a discount supermarket. Retailers must go to the wholesaler, select, pay for, pack and load their order, and transport it back to their place of business. Groceries, hardware, and variety goods are product lines commonly carried by this type of intermediary.

e. Drop Shipper. Distributes bulky products which are expensive to transport and handle. This type of intermediary usually operates out of an office, takes retail orders, passes these orders on to producers, and arranges to have the order shipped to the retailer.

f. Truck Distributor. Operates out of a truck. By carrying inventory in a truck, this intermediary can travel a route, performing sales and delivery functions at the same time. Examples of this type include bakery products, produce, or dairy products.

g. Rack Jobber. Operates much like the truck distributor, except that this intermediary furnishes racks or shelves for displaying the products, and sees to it that the products are displayed attractively and prices are marked correctly.

h. Broker. Brings prospective buyers and sellers together to complete a transaction. Seasonal goods (like food) and unusual goods are commonly handled by brokers.

i. Sales Agent. Assumes the entire marketing function for a manufacturer. Textiles, home furnishings, canned foods, and wearing apparel are handled by sales agents.

j. Manufacturer's Agent. Works as a sales agent for several manufacturers within a certain market territory, usually with complementary product lines. Furniture and home furnishings, apparel and accessories, and electrical and plumbing products are examples.

k. Agent Intermediary. Buying and selling foods for others is their specialty. They bring together the producer and the retailer so that the exchange process can be carried out. These intermediaries do not take title of the goods they handle, and they usually only offer a limited number of functions.

Handout 2--Resources for Retail Goods
(continued)

l. Contractual Intermediaries. Sometimes it is beneficial to small retailers to band together and enter into a contractual agreement with a wholesaler. They do this to combat the numerous competitive advantages of large retail organizations. The retailers agree to buy a certain amount of products from the wholesaler, and the wholesaler agrees to give the retailers certain considerations--most important of which is lower prices.

m. Commission Merchants. Takes physical possession of goods (such as dry goods and agricultural products), provides storage and handling, and acts as a selling agent.

n. Auction House. Provides a place where producers display their products and retailers inspect and bid on them. Used cars and agricultural products are often sold to retailers at auction.

o. Cooperative Group. Is owned by participating retailers. This allows the retailers to receive lower prices through patronage refunds, according to amounts bought from the wholesaler.

p. Voluntary Chain. Is owned and operated by a wholesaler. It allows retailers to join in order to receive benefits of mass purchasing.

Instructional Plan
Unit 6

Planning for Entrepreneurship
Unit 6--Developing a Financial Plan

UNIT SUMMARY

Duty 6: Develop a financial plan.
Duty Evaluation: Oral presentation of financial plan; written questions (optional).

	Tasks	Performance Objectives	Evaluation Instruments
6.1	Estimate the dollar amount needed to open the business, and identify sources for funds.	I. Given necessary sources of information, prepare a statement of financial requirements for opening the new business. This must be judged acceptable by the teacher-coordinator, based on the sources provided.	Project 8, "Preparing a Statement of Financial Requirements," Ely, pp. 99-101
6.2	Project monthly and annual business income for the first year of operation, and compare expenses with the average for that type of business.	II. Given guidelines and necessary resources, project annual and monthly business income for the first year of operation. Compare these expenses with the average for this type of business. This must be judged acceptable according to guidelines provided by the teacher-coordinator.	Project 9, "Projecting Business Income and Making an Expense Comparison," Ely, pp. 102-106
6.3	Estimate annual and monthly cash flow for the first year of operation, figuring the break-even point, and calculate the sales volume required for the first year of operation.	II. Given guidelines and the necessary resources, estimate cash flow, figure break-even point and determine required sales volume for first year of operation. This must be judged acceptable according to guidelines provided by the teacher-coordinator.	Project 10, "Analyzing Cash Flow and Figuring the Break-Even Point," Ely, pp. 107-108
6.4	Prepare a statement of assets, liabilities, and net worth for the business.	IV. Given necessary sources of information, prepare a beginning balance sheet for personally selected marketing business. This must be judged acceptable by the teacher-coordinator, based on the sources provided.	Project 11, "Preparing a Beginning Balance Sheet," Ely, pp. 109-110
			Duty Evaluation "Sharpening Your Outlook," Ely, pp. 97-98 (optional part)

Planning for Entrepreneurship
Unit 6--Developing a Financial Plan

UNIT SUMMARY (continued)

Resources needed to complete this unit:

Ely, Vivien K., and Barnes, Michael T. Starting Your Own Marketing Business, 2nd edition. New York: McGraw-Hill, 1978.

Everard, Kenneth E., and Shilt, Bernard A. Business Principles and Practices, 7th edition. Cincinnati: South-Western Publishing Company, 1979.

Krentzman, Harvey C. Successful Management Strategies for Small Businesses. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1981.

Meyer, Warren G.; Haines, Peter G.; and Harris, E. Edward. Retailing Principles and Practices. New York: McGraw-Hill, 1982.

The National Center for Research in Vocational Education. PACE Levels II and III, Unit 8, "Financing the Business," and Unit 16, "Managing the Finances." Columbus: The Ohio State University, 1982. (Optional)

Planning for Entrepreneurship
Unit 6--Developing a Financial Plan

Duty 6: Develop a financial plan.
Duty Evaluation: Oral presentation of financial plan; written questions (optional).

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION MEASURES
Introduction I. Amount needed to open the business and potential sources for funds II. First year's projected income III. First year's estimated cash flow, break-even point, and required sales volume IV. Statement of opening assets, liabilities, and net worth		Activity T--Preview unit for students in terms of the tasks to be performed and the methods of evaluating the tasks. Read "Financial Management" for background information, and use appropriate information from specific sections as the subject is covered in class. Additional background information may be found in "Financial Records in Business," and "Financial Requirements of a Business." Resources Handout I, "Unit Summary" "Financial Management," Krentzman, pp. 63-100 "Financial Records in Business," "Financial Requirements of a Business," Everard, pp. 221-260 PACE Activity T--Select appropriate sections from Levels II and III, Unit 8, "Financing the Business" and Unit 16, "Managing the Finances."

Task I: Estimate the dollar amount needed to open the business, and identify sources for funds.

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION MEASURES
I. Amount needed to open the business and potential sources for funds A. Start-up costs 1. Fixed assets 2. Prepaid items and deposits 3. Preopening inventory 4. Working capital a. Cash for day-to-day operation of business b. Projected cash deficits c. 3 months' operating expenses d. 3-month cost-of-living budget B. Sources for funds 1. Potential owner and family 2. Private lending agencies 3. Government loan programs	I. Given necessary sources of information, prepare a statement of financial requirements for opening the new business. This must be judged acceptable by the teacher-coordinator, based on the sources provided.	Activity I T--Read "Financing the Business" for background information. T and S--Read and discuss "The Case of William Sandolo." T and S--Read "Estimate the Dollar Amount Needed to Open, and Identify Sources of Funds." Carefully review William Sandolo's Statement of Financial Requirements. Discuss in detail, "Fixed Assets," "Prepaid Items and Deposits," "Preopening Expenses," "Inventory and Supplies," and "Working Capital." S--By investigating start-up costs, begin to figure up the amount needed to open the business. T and S--Read and discuss the case problem in "Working with People." T--Conduct a discussion of sources of financing. S--Investigate and compare sources of financing available in the local community. Complete the "Learning Pacer" as a self-check. Resources I "Financing the Business," Meyer, pp. 565-570 "The Case of William Sandolo," Ely, pp. 75-77 "Estimate the Dollar Amount Needed to Open, and Identify Sources of Funds," Ely, pp. 77-82

Task I: Estimate the dollar amount needed to open the business, and identify sources for funds. (continued)

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION MEASURES
I. Amount needed to open the business and potential sources for funds (continued)		Resources I (continued) "Working with People," Ely, p. 98 "Learning Pacer," Ely, p. 82 Task Evaluation I S--Complete Project 8, "Preparing a Statement of Financial Requirements." T--Allow students ample time in class and out of class to work on this project. Provide help where needed. Evaluate students' work. Review source information and point out areas where additional work or correction is needed. Reevaluate. Resources Project 8, "Preparing a Statement of Financial Requirements," Ely, pp. 99-101

Task 2: Project monthly and annual business income for the first year of operation, and compare expenses with the average for this type of business.

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION MEASURES
II. First year's projected income A. Preparation of a projected income statement B. Comparison of expenses C. Explanation of projected income statement	II. Given guidelines and necessary resources, project annual and monthly business income for the first year of operation, and compare expenses with the average for the same type of business. This must be judged acceptable according to guidelines provided by the teacher-coordinator.	Activity II T and S--Read "Project Business Income for the First Year." Discuss the preparation of a projected income statement. Examine William Sandolo's annual and monthly projected income statements. S--Complete the "Learning Pacer" as a self-check. T--Conduct a discussion on the hows and whys of making an expense comparison. Go over in detail the explanation of a projected income statement. S--Complete the "Learning Pacers" as a self-check. Based on the explanation of a projected income statement, begin to make personal projections. Resources II "Project Business Income for the First Year," Ely, pp. 82-91 "Learning Pacer," Ely, p. 83, 89, 91 Task Evaluation II S--Complete Project 9, "Projecting Business Income and Making an Expense Comparison," Ely, pp. 102-106 T--Allow ample time in and out of class for completion of this project.

Task 2: Project monthly and annual business income for the first year of operation, and compare expenses with the average for this type of business. (continued)

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION MEASURES
II. First year's projected income (continued)		Task Evaluation II (continued) Provide help where needed. Evaluate students' work. Review guidelines and point out areas where additional work or correction is needed. Reevaluate. Resources Project 9, "Projecting Business Income and Making an Expense Comparison," Ely, pp. 102-106

Task 3: Estimate annual and monthly cash flow for the first year of operation, figuring the break-even point, and calculate the sales volume required for the first year of operation.

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION MEASURES
III. First year's estimated cash flow, break-even point, and required sales volume. A. Calculation of cash flow 1. Formula 1: net profit + depreciation = cash generated 2. Formula 2: total cash generated - loan principal payments = net cash flow B. Calculation of break-even point formula: Break-even point = Fixed expenses in dollars ÷ (sales in percentage − variable expenses in percentage) C. Projection of sales volume required	III. Given guidelines and the necessary resources, estimate cash flow, figure break-even point, and determine required sales volume for the first year of operation. This must be judged acceptable according to guidelines provided by the teacher-coordinator.	Activity III T and S--Read "Estimate the Necessary Cash Flow" and "Project Sales Volume Required." T--Explain how to calculate cash flow. T and S--Examine William Sandolo's cash flow projections. S--Complete "Learning Pacer." T--Explain how to calculate the break-even point. T and S--Examine the break-even analysis of William Sandolo. T--Discuss how the break-even point affects the required sales volume. Resources II "Estimate the Necessary Cash Flow," Ely, p. 92 "Project Sales Volume Required," Ely, pp. 93-94 "Learning Pacer," Ely, p. 93 Task Evaluation II S--Complete Project 10, "Analyzing Cash Flow and Figuring the Break-Even Point." T--Allow ample time in and out of class for the completion of this project. Provide help where necessary. Evaluate students' work. Review guidelines and point out areas where additional work or correction is needed. Reevaluate. Resources Project 10, "Analyzing Cash Flow and Figuring the Break-Even Point," Ely, pp. 107-108

Task 4: Prepare a statement of opening assets, liabilities, and net worth for the business.

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION MEASURES
IV. Statements of opening assets, liabilities, and net worth. A. Description of a balance sheet B. Definition of assets 1. Fixed assets 2. Current assets C. Definition of liabilities 1. Current liabilities 2. Long-term liabilities D. Definition of net worth 1. Positive net worth 2. Negative net worth	IV. Given necessary sources of information, prepare a beginning balance sheet for a personally selected business. This must be judged acceptable by the teacher-coordinator, based on the sources provided.	Activity IV T--See "Using Financial Statements" for another look at balance sheets. T and S--Read "Prepare a Statement of Opening Assets, Liabilities, and Net Worth." T--Explain in detail what assets, liabilities, and net worth are and how they are shown on a balance sheet. T and S--Examine carefully William Sandolo's beginning balance sheet. S--Complete the "Learning Pacer" as a self-check. Resources IV "Using Financial Statements," Meyer, pp. 572-577 "Prepare a Statement of Opening Assets, Liabilities, and Net Worth," Ely, pp. 94-95 "Learning Pacer," Ely, p. 96 Task Evaluation IV S--Complete Project II, "Preparing a Beginning Balance Sheet." T--Allow ample time in and out of class for completion of this project. Provide help where needed. Evaluate students' work.

Task 4: Prepare a statement of opening assets, liabilities, and net worth for the business. (continued)

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION MEASURES
IV. Statements of opening assets, liabilities, and net worth (continued)		Task Evaluation IV (continued) Point out areas where additional work or correction is needed. Reevaluate. Resources Project II, "Preparing a Beginning Balance Sheet," Ely, pp. 109-110 Optional Activity T--Invite an entrepreneur or an accountant who works with small marketing businesses to speak to the class about the financial plan of a small marketing business. Ask him or her to spend time answering questions students have concerning their own financial plans. Duty Evaluation S--Complete the questions in "Sharpening Your Outlook." (This may be assigned as an evaluation at the discretion of the teacher.) Using completed projects, make a presentation to the class of a self-made financial plan. T--Determine that students can justify their plans to other class members. Resources "Sharpening Your Outlook"

DISTRIBUTIVE EDUCATION

Handouts
Unit 6

Planning for Entrepreneurship
Unit 6--Developing a Financial Plan

Handout 1--UNIT SUMMARY

Duty 6: Develop a financial plan.
Duty Evaluation: Oral presentation of financial plan; written questions (optional).

	Tasks	Performance Objectives	Evaluation Instruments
6.1	Estimate the dollar amount needed to open the business, and identify sources for funds.	I. Given necessary sources of information, prepare a statement of financial requirements for opening the new business. This must be judged acceptable by the teacher-coordinator, based on the sources provided.	Project 8, "Preparing a Statement of Financial Requirements," Ely, pp. 99-101
6.2	Project monthly and annual business income for the first year of operation, and compare expenses with the average for that type of business.	II. Given guidelines and necessary resources, project annual and monthly business income for the first year of operation. Compare these expenses with the average for this type of business. This must be judged acceptable according to guidelines provided by the teacher-coordinator.	Project 9, "Projecting Business Income and Making an Expense Comparison," Ely, pp. 102-106
6.3	Estimate annual and monthly cash flow for the first year of operation, figuring the break-even point, and calculate the sales volume required for the first year of operation.	II. Given guidelines and the necessary resources, estimate cash flow, figure break-even point and determine required sales volume for first year of operation. This must be judged acceptable according to guidelines provided by the teacher-coordinator.	Project 10, "Analyzing Cash Flow and Figuring the Break-Even Point," Ely, pp. 107-108
6.4	Prepare a statement of assets, liabilities, and net worth for the business.	IV. Given necessary sources of information, prepare a beginning balance sheet for personally selected marketing business. This must be judged acceptable by the teacher-coordinator, based on the sources provided.	Project 11, "Preparing a Beginning Balance Sheet," Ely, pp. 109-110
			Duty Evaluation "Sharpening Your Outlook," Ely, pp. 97-98 (optional part)

Instructional Plan
Unit 7

Planning for Entrepreneurship
Unit 7--The Interaction of Government and Business

UNIT SUMMARY

Duty 7: Demonstrate understanding of the interaction of government and business and how this can affect the financing and legal form of the business.

Duty Evaluation: Economics and Marketing LAP Posttest; statement of regulations which will affect the business.

Tasks	Performance Objectives	Evaluation Instruments
7.1. Identify important freedoms that individuals enjoy in a free-enterprise economy.	I. Given opportunity in class discussion, identify with 100% accuracy the important freedoms enjoyed in a free-enterprise economy.	
7.2. Identify reasons for government regulation of business activities, and tell how government seeks to regulate business.	II. Given all necessary supplies, create a bulletin board or poster display that explains how and why government seeks to regulate business. Display must address at least four major reasons for regulation and four specific ways government regulates business.	

Duty Evaluation

(Part) "Posttest," Economics and Marketing LAP 16, Teacher section, p. 27

Answer key, pp. 31-32

Resources needed to complete this unit:

IDECC. Economics and Marketing LAP 16, "Government and Business Interactions." Columbus: The Ohio State University, 1979.

The National Center for Research in Vocational Education. PACE Levels II and III, Unit 10, "Complying with Government Regulations." Columbus: The Ohio State University, 1982. (Optional)

Planning for Entrepreneurship
Unit 7--The Interaction of Government and Business

Duty 7: Demonstrate understanding of the interaction of government and business and how this can affect the financing and legal form of the business.

Duty Evaluation: Economics and Marketing LAP Posttest; statement of regulations which will affect the business.

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION MEASURES
Introduction I. Important freedoms of a free-enterprise economy II. Reasons for government regulation of business activities and ways in which government regulates business		Activity T--Preview unit for students in terms of the tasks to be performed and the methods of evaluating those tasks. Point out that this unit will lead to an understanding of how government regulations affect the policies of a marketing business, especially financing and the legal form of the business. Resources Handout I, "Unit Summary"

Task I: Identify important freedoms that individuals and businesses enjoy in a free-enterprise economy.

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION MEASURES
I. Important freedoms of a free-enterprise economy A. Freedom to choose the type of business one operates B. Freedom to compete with others C. Freedom to earn profits D. Freedom to purchase and own personal property with one's earnings	I. Given opportunity in class discussion, identify with 100% accuracy the important freedoms enjoyed in a free-enterprise economy.	Activity I T--Read "Government and the Retailer" for background information. Use (LAP) Transparency I to explain the freedoms extended to individuals and businesses in a free-enterprise economy. Discuss with students the freedoms extended to individuals and businesses in a free-enterprise economy. Ask students to describe what it would be like to live in a society in which these freedoms do not prevail. Resources I "Government and the Retailer," Meyer, pp. 449-455 Transparency I, Economics and Marketing LAP 16, "Government and Business Interactions," p. 5

Task 2: Identify reasons for government regulation of business activities, and tell how government regulates business.

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION MEASURES
II. Reasons for government regulation of business activities and ways in which government regulates business A. Reasons for regulation 1. Encouragement and maintenance of competition 2. Protection of property rights 3. Public welfare 4. Customer protection B. Ways to regulate 1. FTC 2. Patents 3. Trademarks 4. Licensing requirements 5. Building and zoning regulations 6. Environmental Protection Agency 7. Food and Drug Administration 8. Government standards	II. Given all necessary supplies, create a bulletin board or poster display that explains how and why government seeks to regulate business. Display must address at least four major reasons for regulation and at least four specific ways government regulates business.	Activity II T--Use (LAP) Transparencies 2 and 3 to introduce a discussion of how and why government regulates business activities. Use (LAP) Transparencies 4-8 to deal in detail with each area of regulation. Use (LAP) Transparency 9 to explain how government services are paid for. S--Read and discuss "How 'Free' Is 'Free Enterprise'?" Complete "Finish It Off!" Resources II Transparencies 2-9, Economics and Marketing LAP 16, "Government and Business Interactions," Teacher section, pp. 7-21 "How 'Free' Is 'Free Enterprise'?" Economics and Marketing LAP 16, Student section, pp. 7-14 Task Evaluation II T--Provide materials, supplies, and instructions necessary for creating a bulletin board or posters (depending on the size and inclination of the student group). S--Create a bulletin board or poster that illustrates at least four reasons for government regulation of business and four specific ways this regulation is accomplished. T--Evaluate students' work. Make suggestions for improvement if necessary. Reevaluate.

Task 2: Identify reasons for government regulation of business activities, and tell how government regulates business. (continued)

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION MEASURES
II. Reasons for government regulation of business activities and ways in which government regulates business (continued)		Duty Evaluation S--Complete with 90% accuracy the LAP Posttest. Also, identify in writing which government regulations will affect personally selected marketing business. T--Evaluate students' work. Provide additional review, if indicated. Reevaluate. Resources Posttest, Economics and Marketing LAP 16, Teacher section, p. 27 Answer key, pp. 31-32 PACE Activity These PACE activities are strongly recommended as they provide an important extension from knowledge of government regulations of business to the ability to comply with such regulations when setting up a marketing business. T--Choose appropriate sections from Levels II and III, Unit 10, "Complying with Government Regulations."

Handouts
Unit 7

Planning for Entrepreneurship
Unit 7--The Interaction of Government and Business

Handout I--UNIT SUMMARY

Duty 7: Demonstrate understanding of the interaction of government and business and how this can affect the financing and legal form of the business.

Duty Evaluation: Economics and Marketing LAP Posttest; statement of regulations which will affect the business.

Tasks	Performance Objectives	Evaluation Instruments
7.1. Identify important freedoms that individuals enjoy in a free-enterprise economy.	I. Given opportunity in class discussion, identify with 100% accuracy the important freedoms enjoyed in a free-enterprise economy.	
7.2. Identify reasons for government regulation of business activities, and tell how government seeks to regulate business.	II. Given all necessary supplies, create a bulletin board or poster display that explains how and why government seeks to regulate business. Display must address at least four major reasons for regulation and four specific ways government regulates business.	

Duty Evaluation

(Part) "Posttest," Economics and Marketing LAP 16, Teacher section, p. 27

Answer key, pp. 31-32

Instructional Plan
Unit 8

UNIT SUMMARY

Duty 8: Obtain financing and select the legal form for the business.
Duty Evaluation: Class presentation and written questions.

	Tasks	Performance Objectives	Evaluation Instruments
8.1	Determine personal types of financial need and the kinds of available financing.	I. Given necessary sources of information, identify in writing the immediate and projected financial needs of a personally selected marketing business and the kind of financing suitable for each need. Report must be rated acceptable by teacher-coordinator, based on sources provided.	
8.2	Identify sources of funds and prepare a loan application.	II. Given necessary sources of information, select the best source of financing for the business, and complete an application for that financing. This must be judged acceptable by the teacher-coordinator, based on sources provided.	Project 13, "Preparing the Loan Application," Ely, pp. 127-128
8.3	Select the best legal form for the business.	III. Given descriptions of four legal forms of ownership, compare the advantages and disadvantages of each and then select the best legal form for the marketing business. Decision must be judged acceptable according to a rating form provided by the teacher-coordinator.	Project 12, "Comparing Legal Forms of Ownership," Ely, p. 126 Teacher-provided rating form Duty Evaluation "Sharpening Your Outlook," Ely, pp. 123-124 (optional part)

Resources needed to complete this unit:

Ely, Vivien K., and Barnes, Michael T. Starting Your Own Marketing Business, 2nd edition. New York: McGraw-Hill, 1978.

Everard, Kenneth E., and Shilt, Bernard A. Business Principles and Practices. 7th edition. Cincinnati: South-Western Publishing Company, 1979.

Krentzman, Harvey C. Successful Management Strategies for Small Business. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1981.

The National Center for Research in Vocational Education. PACE Levels II and III, Unit 6, "Planning the Marketing Strategy." Columbus: The Ohio State University, 1982. (Optional)

Task I: Determine personal types of financial need and the kinds of available financing.

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION MEASURES
I. Types of financial need and the kinds of financing A. Types of financial need 1. Business start-up capital 2. Working capital 3. Operating capital for seasonal sales cycles 4. Capital for equipment or facility replacement 5. Expansion funds B. Kinds of financing 1. Equity financing 2. Debt financing a. Short-term loans b. Medium or long-term loans	I. Given necessary sources of information, identify in writing the immediate and projected financial needs of personally selected marketing business and the kind of financing suitable for each need. Report must be rated acceptable by teacher-coordinator, based on sources provided.	Activity I.A T and S--Read "Determine Types of Financial Need." T--Lead a discussion of the various types of financial need. S--Anticipate potential types of personal and business financial need. S--Complete the "Learning Pacer" as a self-check. Resources I.A Determine Types of Financial Need," Ely, p. 111 "Learning Pacer," Ely, p. 112 Activity I.B T and S--Read "Identify Kinds of Financing." T--Explain each type in appropriate detail. S--Consider the kinds of financing and identify the kinds that would be suitable for immediate and projected financial needs. Complete the "Learning Pacer" as a self-check. T and S--Read and discuss the case in "Working with People." Resources I.B "Identify Kinds of Financing," Ely, pp. 112-113 "Learning Pacer," Ely, p. 113 "Working with People," Ely, pp. 124-125

Task I: Determine personal types of financial need and the kinds of available financing. (continued)

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION MEASURES
I. Types of financial need and the kinds of financing (continued)		Task Evaluation I S--Consider personally selected marketing business and its immediate and projected financial needs. Investigate the specific types of financing that will be suitable to those needs. Identify in writing personal financial needs and the specific types of financing to seek in order to meet those needs. T--Evaluate to determine that the financial needs and the types of financing are realistic for each given marketing business. Review sources of information, and allow revision where necessary. Reevaluate.

Task 2: Identify sources of funds and prepare a loan application.

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION MEASURES
II. Sources of funds and preparation of a loan application A. Sources of financing 1. Equity financing a. Owner and friends b. Partners and shareholders c. Non-professional investors d. Professional investors e. Small business investment companies 2. Debt financing a. Banks b. Finance companies (1) Commercial (2) Consumer c. Factors d. Life insurance companies e. Savings and loan companies f. Small Business Administration g. Trade credit B. The loan application and contract 1. Careful study of the conditions of the loan 2. Careful preparation of the application	II. Given necessary sources of information, select the best source of financing for the business and complete an application for that financing. This must be judged acceptable by the teacher-coordinator, based on sources provided.	Activity II.A T and S--Read "Identify Sources of Funds." T--Explain the various sources of equity and debt financing in detail so that students have a basis for selecting appropriate funding sources for their prospective businesses. S--Complete the "Learning Pacer" as a self-check. Resources II.A "Identify Sources of Funds," Ely, pp. 114-117 "Learning Pacer," Ely, p. 117-118 Activity II.B T and S--Read "Examine the Loan Contract." T--Explain the importance of careful examination of the loan contract and the advantage of legal advice. Secure samples of loan contracts from several types of loan agencies and go over them. Secure applications from these agencies and allow students to practice completing them.

Task 2: Identify sources of funds and prepare a loan application. (continued)

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION MEASURES
II. B. The loan application and contract (continued)		Resources II.B "Examine the Loan Contract," Ely, p. 118 Task Evaluation II S--Complete Project 13, "Preparing the Loan Application." Refer to completed Task Evaluation I for help in completing this project. T--Allow ample time in and out of class for completion of this project. Provide help where necessary. Evaluate students' work. Review sources of information and point out areas that require additional work or correction. Reevaluate. Resources Project 13, "Preparing the Loan Application," Ely, pp. 127-128

Task 3: Select the best legal form for the business.

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION MEASURES
III. Selecting the best legal form for the business. A. Importance of legal advice B. Kinds of legal form 1. Sole proprietorship 2. General partnership 3. Limited partnership 4. Corporation 5. Subchapter S corporation	III. Given descriptions of four legal forms of ownership, compare the advantages and disadvantages of each and then select the best legal form for the marketing business. Decision must be judged acceptable according to a rating form provided by the teacher-coordinator.	Activity III T and S--Read "Select the Best Legal Form." T--Explain in detail the types of legal forms of business organization so that students will be able to make a decision as to the legal form of their businesses. Emphasize the importance of seeking legal advice. S--If possible, talk to a lawyer about the types of legal ownership for small marketing businesses. Complete the "Learning Pacer" as a self-check. Resources III "Select the Best Legal Form," Ely, pp. 118-122 Task Evaluation III S--Complete Project 12, "Comparing Legal Forms of Ownership." T--Allow ample time for completion of this project. Provide help when necessary. Evaluate students' work. If findings are not acceptable, review the rating forms, and have students do additional research and comparison. Reevaluate. Resources Project 12, "Comparing Legal Forms of Ownership," Ely, p. 126

Task 3: Select the best legal form for the business. (continued)

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION MEASURES
III. Selecting the best legal form for the business. (continued)		Optional Activity T--Invite an attorney to talk with the class on the legal forms of business. Ask him or her to spend time answering students' questions concerning the legal forms of their proposed businesses. Duty Evaluation S--Complete the questions in "Sharpening Your Outlook." (This may be assigned as an evaluation at the teacher's discretion.) Report to the class the selection of the source of financing and the legal form for the business. T--Determine that students can justify their choices to the other class members. Resources "Sharpening Your Outlook," Ely, pp. 123-124

Handouts
Unit 8

Planning for Entrepreneurship
Unit 8--Financing and Selecting the Legal Form for the Business

Handout I--UNIT SUMMARY

Duty 8: Obtain financing and select the legal form for the business.
Duty Evaluation: Class presentation and written questions.

	Tasks	Performance Objectives	Evaluation Instruments
8.1	Determine personal types of financial need and the kinds of available financing.	I. Given necessary sources of information, identify in writing the immediate and projected financial needs of a personally selected marketing business and the kind of financing suitable for each need. Report must be rated acceptable by teacher-coordinator, based on sources provided.	
8.2	Identify sources of funds and prepare a loan application.	II. Given necessary sources of information, select the best source of financing for the business, and complete an application for that financing. This must be judged acceptable by the teacher-coordinator, based on sources provided.	Project 13, "Preparing the Loan Application," Ely, pp. 127-128
8.3	Select the best legal form for the business.	III. Given descriptions of four legal forms of ownership, compare the advantages and disadvantages of each and then select the best legal form for the marketing business. Decision must be judged acceptable according to a rating form provided by the teacher-coordinator.	Project 12, "Comparing Legal Forms of Ownership," Ely, p. 126 Teacher-provided rating form Duty Evaluation "Sharpening Your Outlook," Ely, pp. 123-124 (optional part)

Instructional Plan
Unit 9

Planning for Entrepreneurship
Unit 9--The Management Plan

UNIT SUMMARY

Duty 9: Develop the management plan.
Duty Evaluation: Project 17, "Completing the Business Plan."

	Tasks		Performance Objectives	Evaluation Instruments
9.1	Prepare an organizational plan and develop a guide for supervising employees.	I.	Given all necessary sources of information, develop an organizational plan for the marketing business and a guide for supervising employees. This must be judged acceptable according to a rating sheet provided by the teacher-coordinator.	Project 14, "Organizational Planning and Supervising Employees," Ely, p. 146 Teacher-provided rating sheet
9.2	Analyze the advantages and disadvantages of specialized labor and decide if and how the business should use labor specialization.	II.	Given the advantages and disadvantages of specialization of labor by job task, analyze them and decide if and how the business should use this type of labor specialization. A written explanation of decisions must be judged acceptable according to rating sheet provided by the teacher-coordinator.	Teacher-provided rating sheet
9.3	Demonstrate knowledge of the effects of organized labor on the business.	III.	Given guidelines and necessary sources of information, prepare a written statement outlining the effects of organized labor on the business. This must be judged accurate by the teacher-coordinator, based on guidelines provided.	
9.4	Prepare a plan for controlling the business.	IV.	Given all necessary sources of information, prepare a plan for controlling the business. Plans for protection and safety, licenses, regulations, and taxation must be included and judged acceptable by the teacher-coordinator, based on sources provided.	Project 15, "Controlling the Business," Project 16, "Planning for Regulations, Taxation, and Community Activity," Ely, pp. 147-148

Planning for Entrepreneurship
Unit 9--The Management Plan

UNIT SUMMARY (continued)

	Tasks	Performance Objectives	Evalution Instruments
9.5	Prepare a plan for representing the business in community activities.	V. Given all necessary sources of information, develop a plan for participating in community activities. This must be judged acceptable according to rating sheet provided by the teacher-coordinator.	Step 5, Project 16, "Planning for Regulations, Taxation, and Community Activity," Ely, p. 148 Teacher-provided rating sheet Duty Evaluation Project 17, "Completing the Business Plan," Ely, pp. 149-150

Resources needed to complete this unit:

Ely, Vivien K., and Barnes, Michael T. Starting Your Own Marketing Business, 2nd edition. New York: McGraw-Hill, 1978.

Everard, Kenneth E., and Shilt, Bernard A. Business Principles and Management, 7th edition. Cincinnati: South-Western Publishing Company, 1979.

IDECC. Economics and Marketing LAP 21, "Specialization of Labor." Columbus: The Ohio State University, 1979.

The National Center for Research in Vocational Education. PACE Levels II and III, Unit 6, "Planning the Marketing Strategy." Columbus: The Ohio State University, 1982. (Optional)

Planning for Entrepreneurship
Unit 9--The Management Plan

Duty 9: Develop the management plan.
Duty Evaluation: Project 17, "Completing the Business Plan."

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION MEASURES
Introduction I. Organizational plan and supervision of employees II. Specialized labor III. Effects of organized labor on business IV. Control of the business V. Representation of the business in the community		Activity T--Preview unit for students in terms of the tasks to be performed and the methods of evaluating the tasks. Resources Handout 1, "Unit Summary" PACE Activity T--Select appropriate sections of Level III, Unit II, "Managing the Business." Also select appropriate sections of Levels II and III, Unit 18, "Protecting the Business," for use with Duty 9, Task 4.

Task I: Prepare an organizational plan and develop a guide for supervising employees.

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION MEASURES
I. Organizational plan and supervision of employees A. Organizational plan 1. Organizational chart 2. Hiring practices 3. Test procedures 4. Training techniques B. Supervision of employees 1. Delegation of duties 2. Observation of employees 3. Aids to employee improvement 4. Procedures for problem solving 5. Establishment of positive relations	I. Given all necessary sources of information, develop an organizational plan for the marketing business and a guide for supervising employees. This must be judged acceptable according to rating sheet provided by the teacher-coordinator.	Activity I.A T and S--Read "Organizational Planning" and "The Organizing Function" for background. Discuss the importance of an organizational chart. T--Invite someone from a local employment agency to speak to the class on the art of hiring--giving tips on how to interview a prospective employee. Explain basic training techniques. S--Complete the "Learning Pacer" as a self-check. Resources I.A "Organizational Plan," Ely, pp. 129-131 "The Organizing Function," Everard, pp. 475-482 "Learning Pacer," Ely, p. 132 Activity I.B T and S--Read "Supervising Employees." Discuss in detail the five aspects of supervising employees. S--Prepare a list of routine and ongoing duties and organize them into daily, weekly, and monthly schedules. Then identify those duties which can be delegated to an employee. Complete the "Learning Pacer" as a self-check.

Task I: Prepare an organizational plan and develop a guide for supervising employees. (continued)

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION MEASURES
I. B. Supervision of employees (continued)		Resources I.B "Supervising Employees," Ely, pp. 132-134 "Learning Pacer," Ely, p. 134 Task Evaluation I 5--Complete Project 14, "Organizational Planning and Supervising Employees." T--Allow ample time in and out of class for completion of this project. Provide help where necessary. Evaluate students' work. Review rating sheet and point out areas where correction or improvement is necessary. Reevaluate. Resources Project 14, "Organizational Planning and Supervising Employees," Ely, p. 146

Task 2: Analyze the advantages and disadvantages of specialized labor and decide if and how the business should use labor specialization.

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES RESOURCES and EVALUATION MEASURES
II. Specialized labor A. Primary result of the division of labor B. Types of specialized labor 1. Trade or profession 2. Stages of production 3. Geographic region 4. Job tasks C. Advantages and disadvantages of labor specialization by job tasks	II. Given the advantages and disadvantages of specialization of labor by job task, analyze them and decide if and how the business should use this type of labor specialization. A written explanation of decisions must be judged acceptable according to rating sheet provided by the teacher-coordinator.	Activity II T--Explain to students that some of their businesses are such that a decision about labor specialization may be an important factor in their organizational plan. Use (LAP) Transparency 1 to show that the primary result of this division of labor is specialization. Use (LAP) Transparencies 2-6 to show the different types of specialization. T and S--Read "What Happens When Work Is Divided?" T--Emphasize specialization of job tasks, since it is this type of specialization that students will most likely consider. Use (LAP) Transparencies 7 and 8 to point out advantages and disadvantages of specialization by job tasks. T and S--Read and discuss "Specialization by Job Tasks--Advantages and Disadvantages." S--Complete "What Do You Think?" as a self-check. Complete the activity, "How Bo..g IS IT?" and discuss the implications it has fo. specialization by job task. Resources II Transparencies 1-8, Economics and Marketing LAP 21, "Specialization of Labor," Teacher section, pp. 3-17 "What Happens When the Work Is Divided?" Economics and Marketing LAP 21, Student section, pp. 7-9

Task 2: Analyze the advantages and disadvantages of specialized labor and decide if and how the business should use labor specialization. (continued)

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION MEASURES
II. Specialized labor (continued)		Resources II (continued) "Specialization by Job Tasks--Advantages and Disadvantages," Economics and Marketing LAP 21, Student section, pp. 10-14 "What Do You Think?" Economics and Marketing LAP 21, Student section, pp. 15, 18 "How Boring IS IT?" Economics and Marketing LAP 21, Student section, p. 17 Task Evaluation II S--Weigh the advantages and disadvantages of specialized labor by job task and decide if it would benefit the business to use such specialization. If decision is yes, make a plan for specializing by job task. T--Evaluate students' work as to whether these decisions concerning specialization are sound and whether their plans for implementation are satisfactory. If not, review rating sheet and provide necessary help. Reevaluate.

Task 3: Demonstrate knowledge of the effects of organized labor on the business.

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION MEASURES
III. Effects of organized labor on business A. Goals of organized labor 1. Higher wages 2. More fringe benefits 3. Improved working conditions B. Role of the union C. Status of the union movement D. Most common types of unions 1. Craft-trade unions 2. Industrial unions E. Organization of unions	III. Given guidelines and necessary sources of information, prepare a written statement outlining the effects of organized labor on your business. This must be judged accurate by the teacher-coordinator, based on guidelines provided.	Activity III T--Introduce this task by explaining that a decision whether or not to affiliate with organized labor may be a factor in the management plans of some students. It may be something that will confront the prospective entrepreneur at some point in the future. Organized labor has such far-reaching effects on wages and working conditions that a knowledge of those effects is important to all business owners. Use (LAP) Transparency 1 to explain what a labor union is. Use (LAP) Transparencies 2 and 3 to introduce the goals and the role of the union. T and S--Read "Labor-Management Relations." Discuss the common goal of labor and management. T--Use (LAP) Transparency 4 to show the status of the union movement. T and S--Discuss the trend toward unionization. T--Use Transparencies 5 and 6 to introduce the different types of unions. T and S--Read and discuss the topic, "Types of Unions," in the Handout, "The Organization of Labor Unions." Read and discuss the other topics in the handout. S--Complete the activity, "A Look at Local Unions."

Task 3: Demonstrate knowledge of the effects of organized labor on the business. (continued)

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION MEASURES
III. Effects of organized labor on business (continued)		Resources III Transparencies 1-6, Economics and Marketing LAP 22, "Labor Unions," Teacher section, pp. 9-19 "Labor-Management Relations" and "Organization of Labor Unions," Economics and Marketing LAP 22, Student section, pp. 5-12 "A Look at Local Unions," Economics and Marketing LAP 22, Student section, p. 13 Task Evaluation III T--Give students a time period in which to compiete the work and help them locate any necessary sources of information. S--Prepare a written statement telling how organized labor will affect the business. Some questions for guidelines: Will employees belong to a union? Will organized labor affect the prices charged for goods and services? Will organized labor affect the wages, working conditions, and benefits offered to employees? T--Evaluate students' work. Provide additional review of guidelines and sources where needed. Reevaluate.

Task 4: Prepare a plan for controlling the business.

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION MEASURES
IV. Control of the business A. Requirements for control 1. Setting of standards and goals 2. Maintenance of records 3. Action when operations differ greatly from goals B. Aspects of control 1. Protection and safety a. Accidents b. Crime c. Insurance (1) Fire (2) Liability (3) Crime coverage (4) Business-interruption coverage (5) Key person (6) Worker's compensation (7) Employee health and life	IV. Given all necessary sources of information, prepare a plan for controlling the business. Plans for protection and safety, licenses, regulations, and taxation must be included and judged acceptable by the teacher-coordinator, based on the sources provided.	Activity IV T and S--Read "Controlling" and "The Controlling Function" for background information. T--Explain fully what it means to "control" the business. Discuss in detail each aspect of control See PACE, Unit 18. Before discussing protection and safety, read "Management of Insurance," and refer to it for an explanation of the role of insurance in risk management. If possible, invite an insurance agent to talk to the class about the insurance needs of small marketing businesses. Explain to students how they can find out which regulations, licenses, and taxes apply to their businesses. S--Complete the "Learning Pacers" as a self-check. T and S--Read and discuss the case problem in "Working with People." Resources IV "Controlling," Ely, pp. 134-139 "The Controlling Function," Everard, pp. 487-492 "Management of Insurance," Krentzman, pp. 151-160 "Learning Pacers," Ely, pp. 137, 139 "Working with People," Ely, p. 144

Task 4: Prepare a plan for controlling the business. (continued)

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION MEASURES
IV. B. 2. Recordkeeping a. Reasons for records b. Types of records (1) Summary of cash receipts (2) Expense ledger (3) Inventory (4) Payroll (5) Accounts receivable (6) General ledger (7) Receipts (8) Financial statements (9) Equipment list (10) Insurance records 3. Regulations and licensing 4. Taxation a. Income taxes b. Employment taxes c. Sales and use taxes d. Property taxes e. Excise taxes		Task Evaluation IV S--Complete Project 15, "Controlling the Business," and complete steps 1-4 of Project 16, "Planning for Regulations, Taxation, and Community Action." Note: Community action will be covered in the next task. (Duty 9, Task 5) T--Allow ample time in and out of class for completion of these projects. Provide help where necessary. Evaluate students' work. Review sources of information and point out areas where correction or additional work is necessary. Reevaluate. Resources Project 15, "Controlling the Business," and Project 16, "Planning for Regulations, Taxation, and Community Activity," Ely, pp. 147-148

Task 5: Prepare a plan for representing the business in community activities.

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION MEASURES
V. Representation of the business in the community A. Extent of participation in community activities B. Opportunities for involvement in community affairs	V. Given all necessary sources of information, develop a plan for participating in community activities. This must be judged acceptable according to rating sheet provided by the teacher-coordinator.	Activity V T and S--Read "Representing the Firm in the Community." S--Investigate the opportunities for involvement in the affairs of the local community. Decide what kinds of activities are appropriate for involvement as a representative of the business. Decide the extent of participation possible in such activities. To help in decision-making, talk to entrepreneurs with similar businesses and find out what their policies are for community involvement. Resources V "Representing the Firm in the Community," Ely, p. 139 Task Evaluation V S--Complete step 5, Project 16, "Planning for Regulations, Taxation, and Community Activity." T--Allow ample time for completion of this project. Provide help where necessary Evaluate students' work. Review rating sheet and point out areas that need addition or correction. Reevaluate. Resources Step 5, Project 16, "Planning for Regulations, Taxation, and Community Activity," Ely, p. 148

Task 5: Prepare a plan for representing the business in community activities. (continued)

TOPICAL OUTLINE	PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES, RESOURCES, and EVALUATION MEASURES
V. Representation of business in the community (continued)		Additional Activity T and S--For review, read and discuss "Assuming the Proper Role in the Firm" and "Opening the Business." Read and discuss "Your Advisors on Your Management Plan." Resources "Assuming the Proper Role in the Firm" "Opening the Business," and "Your Advisors on Your Management Plan," Ely, pp. 139-142 Duty Evaluation S--Complete Project 17, "Completing the Business Plan." T--Provide ample time in and out of class for completion of this project. Provide help where necessary. Evaluate students' work. Review sources of information and point out areas where addition or correction are necessary. Reevaluate. Resources Project 17, "Completing the Business Plan," Ely, pp. 149-150.

Handouts
Unit 9

Planning for Entrepreneurship
Unit 9--The Management Plan

Handout 1--UNIT SUMMARY

Duty 9: Develop the management plan.
Duty Evaluation: Project 17, "Completing the Business Plan."

	Tasks		Performance Objectives	Evaluation Instruments
9.1	Prepare an organizational plan and develop a guide for supervising employees.	I.	Given all necessary sources of information, develop an organizational plan for the marketing business and a guide for supervising employees. This must be judged acceptable according to a rating sheet provided by the teacher-coordinator.	Project 14, "Organizational Planning and Supervising Employees," Ely, p. 146 Teacher-provided rating sheet
9.2	Analyze the advantages and disadvantages of specialized labor and decide if and how the business should use labor specialization.	II.	Given the advantages and disadvantages of specialization of labor by job task, analyze them and decide if and how the business should use this type of labor specialization. A written explanation of decisions must be judged acceptable according to rating sheet provided by the teacher-coordinator.	Teacher-provided rating sheet
9.3	Demonstrate knowledge of the effects of organized labor on the business.	III.	Given guidelines and necessary sources of information, prepare a written statement outlining the effects of organized labor on the business. This must be judged accurate by the teacher-coordinator, based on guidelines provided.	
9.4	Prepare a plan for controlling the business.	IV.	Given all necessary sources of information, prepare a plan for controlling the business. Plans for protection and safety, licenses, regulations, and taxation must be included and judged acceptable by the teacher-coordinator, based on sources provided.	Project 15, "Controlling the Business," Project 16, "Planning for Regulations, Taxation, and Community Activity," Ely, pp. 147-148

Planning for Entrepreneurship
Unit 9--The Management Plan

Handout I--UNIT SUMMARY (continued)

Tasks	Performance Objectives	Evalution Instruments
9.5 Prepare a plan for representing the business in community activities.	V. Given all necessary sources of information, develop a plan for participating in community activities. This must be judged acceptable according to rating sheet provided by the teacher-coordinator.	Step 5, Project 16, "Planning for Regulations, Taxation, and Community Activity," Ely, p. 148 Teacher-provided rating sheet Duty Evaluation Project 17, "Completing the Business Plan," Ely, pp. 149-150

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Lewison, Dale M., and Delozier, M. Wayne. Retailing Principles and Practices. Columbus, Ohio: Charles E. Merrill Publishing Company, 1982.

Lusch, Robert F. Management of Retail Enterprises. Boston: Kent Publishing Company, 1982.

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The National Center for Research in Vocational Education. PACE Levels II and III. Columbus: The Ohio State University, 1982.

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